

Meet our new editor...

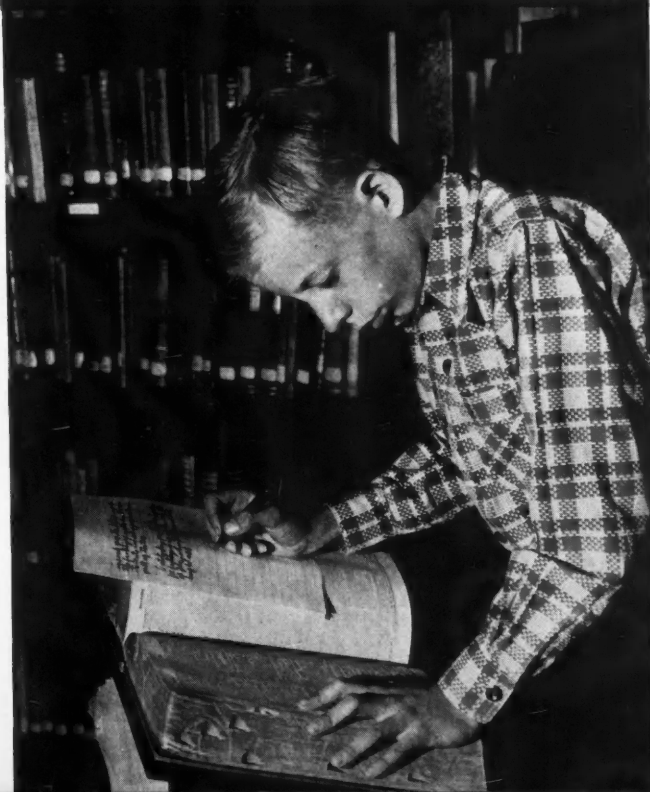
Catholic School Journal

8th ANNUAL

*Schoolbook and
Library Number*

featuring

**HIGH SCHOOL and
MANAGEMENT SECTIONS**



Make the Most of Valuable Teaching Time

with PROVEN

GRAFLEX A-V EQUIPMENT



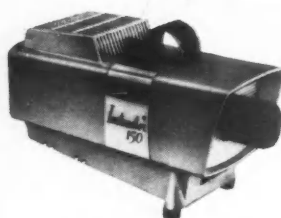
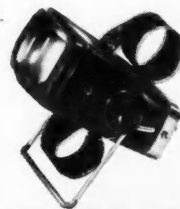
GRAFLEX SCHOOL MASTER FILMSTRIP AND SLIDE PROJECTOR

Ideal for large audiences and small groups as well. Many advanced time-saving features make the School Master the favorite projector of teachers everywhere. Handles filmstrip or 2" x 2" slides with equal ease. Exclusive built-in carrying handle. Entire Condenser system removes as a unit for cleaning. Exclusive accessory rewind take-up rewinds

filmstrips into storage container automatically. 500 watt and 750 watt manual or remote control models from \$84.50.

School Master 750, above, is shown with exclusive accessory rewind take-up and semi-automatic slide changer.

E-Z VIEWER for convenient illuminated previewing of single frame filmstrips • 3-times enlargement • Folding stand permits 45° viewing angle • Positive advance • Easy to thread • Only 4½" wide, 2¾" high and 5¾" long • Weight 24 ounces. Only \$15.95.



GRAFLEX
Instructor® 150
FILMSTRIP PROJECTOR
WITH EXCLUSIVE PUSH-BUTTON
FILM ADVANCE ONLY \$29.75

Specifically designed for smaller audiences, the Instructor 150 is particularly useful in the instruction of smaller classes, lecture and study groups. Just push a button to advance the film. Light, easy to carry . . . and costs so little! 3" f/3.5 lens. Push-button on-off switch • Rear elevation adjustment • Built-in film take-up compartment • Complete operating instructions permanently affixed to projector.

*Trade Mark. All prices subject to change without notice.

For additional information on equipment shown, write Dept. CS-21, Graflex, Inc., Rochester 3, N. Y. A subsidiary of General Precision Equipment Corporation.

GRAFLEX
Classic
PM TAPE
RECORDER



Classic Projector Master Tape Recorder records an inaudible signal on tape for automatically advancing filmstrips in School Master and other remote control projectors. Ideal for those lessons that require both sight and sound combination for an effective classroom program.

Features push-button operation, built-in tape splicer, two speakers plus high frequency extender, carrying case, and latest safety wiring, \$249.50.

Model AV-5 (\$219.50) has all the above features except the automatic electronic projector control.

GRAFLEX

A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION 

(For more information from advertisers, use the postcard on page 147)



The Encyclopaedia that's designed to be 5 grades deep!

Britannica Junior is designed especially to meet the needs of boys and girls at the elementary school level. No attempt is made to cover subjects beyond this level. All material is directed toward the special interests of elementary school children—content is as wide as a fourth grader's curiosity, coverage deep enough for an eighth grader's probing.

Not only is each subject covered more thoroughly, but the vocabulary is kept

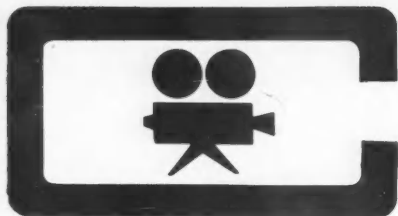
simple. Each article is more easily understood—more stimulating to young minds. Large type, colorful illustrations, simple diagrams and short sentences are just a few of the features that make Britannica Junior the ideal encyclopaedia for elementary school children.

And, of course, continuous revision keeps Britannica Junior up-to-date in current events and keeps it in step with new methods of teaching.

Designed especially for unassisted use by elementary school children



For free teaching aid, "Learning from Literature," designed to teach the values of literature, write: John R. Rowe, Dept. 406, Encyclopaedia Britannica, 425 N. Michigan Ave., Chicago 1, Ill.



CENCO EDUCATIONAL FILMS

*NEW SCIENTIFIC AUDIO-VISUAL MATERIALS
FOR ELEMENTARY AND SECONDARY SCHOOLS.*

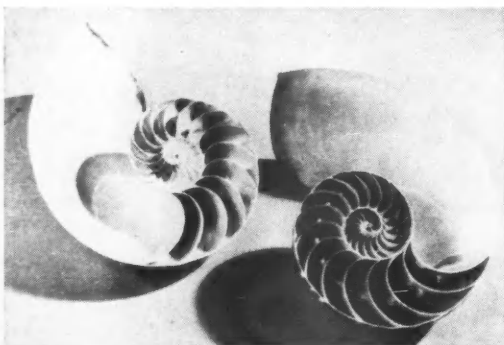
Keeping pace with the rapidly expanding field of education, Central Scientific Company announces the formation of a new motion picture production unit, Cenco Educational Films. David Wisner has been named Executive Producer, heading up the organization.

For over seventy years, Cenco has been a major producer of scientific apparatus and has pioneered in the development of quality equipment for both classroom and industry. Working in collaboration with the nation's leading edu-

cators, Cenco now enters another field, motion picture and filmstrip production.

Available currently are two series of films in 16mm color, a single feature film in 16mm color and a number of filmstrips. In production are series on Nuclear Radiation, Heat and Cold, and Plane Geometry.

Information on these films can be obtained through your local Cenco sales representative, or write requesting placement on a special mailing list for the 500-series Audio-Visual Booklet.



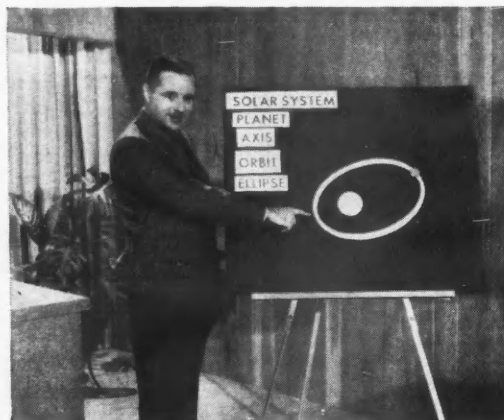
DISCOVERING SOLIDS

Five, quarter-hour film series, specifically designed to aid the instructor in the presentation of the six most common solids found in the world today: cubes, prisms, pyramids, cones, spheres and cylinders. Formulas for finding the volumes and the surface areas of these geometric solids are explained and discussed. This 16mm series is for junior and senior high school levels. **\$150.00** for color, **\$75.00** for black and white. Write for **Booklet 502**.



EXPLORING BY SATELLITE

Dynamic 26-minute film showing preparation, launching and flight of the Vanguard Satellite-carrying missile. The reasons behind the earth satellite program are explained, plus discussion of the physical laws involved and the data obtained as a result of the program. This timely film is designed for use in junior and senior high school science courses as well as civic groups. Color price is **\$240.00**. Black and white is **\$120.00**. Write for **Booklet 503**.



SCIENCE FOR CHILDREN

This series, made especially for grades K1 through 6, discusses the basic elements of both natural and social sciences. A carefully selected vocabulary is used to assure understanding in the lower grades. There are films on the cultural development of the American Indian and the Eskimo. Various bird and animal subjects are also included. There are 13 films in the series, each running 12½ minutes. Available in color for **\$120.00**; black and white, **\$60.00**. Write for **Booklet 501**.

CENTRAL SCIENTIFIC COMPANY



A Subsidiary of Cenco Instruments Corporation
1718-X Irving Park Road • Chicago 13, Illinois
Mountainside, N. J. Montreal Santa Clara
Somerville, Mass. Toronto Los Angeles
Birmingham, Ala. Ottawa Vancouver Houston
Cenco S.A., Breda, The Netherlands Tulsa



William H. Conley, Ph.D. Editor
Frank Bruce Publisher
William C. Bruce Managing Editor
Elmer W. Reading Associate Editor
Lois M. Lunz Assistant Editor
Rev. Anthony H. Dorn
 High School Consultant

Mary Ellen Hite Editorial Assistant
M. J. Rutz Circulation Manager
Helen Smrz Advertising Production Manager

ADVERTISING SALES

MILWAUKEE 1, WISCONSIN
Charles J. Murray, Gen. Sales Mgr.
 400 N. Broadway, BRoadway 1-9700

CHICAGO 6, ILLINOIS
James T. Callen or **Thomas A. Barron**,
George E. Heiland
 20 N. Wacker Drive, STate 2-7530

NEW YORK 7, NEW YORK
Charles J. Murray, Gen. Sales Mgr.
Walter T. Haddon
 233 Broadway, WOrth 4-4071

MIAMI 32, FLORIDA
J. Bernard Cashion, 904 Chamber of
 Commerce Bldg., FRanklin 1-9941

LOS ANGELES 28, CALIFORNIA
Robert C. Whaley, Whaley-Simpson Co.,
 6608 Selma Ave., HOLlywood 3-7157

SAN FRANCISCO 11, CALIFORNIA
Gordon Simpson, Whaley-Simpson Co.,
 700 Montgomery Bldg., SUtter 1-4583



THE CATHOLIC SCHOOL JOURNAL

Copyright, 1961, by The Bruce Publishing Company. — All rights reserved. Second-class postage paid at Milwaukee, Wisconsin, under the Act of March 3, 1879.

Published monthly except in July and August, by The Bruce Publishing Company, 400 N. Broadway, Milwaukee 1, Wis.

Articles Indexed:

In *The Catholic Periodical Index*, *The Catholic Bookman*, and *Wilson Education Index*.

Subscription Information:

Subscription price in the United States, U. S. Possessions and Canada: \$4.00 per year; \$6.50 two years; \$8.75 three years, payable in advance. In all foreign countries, \$1.00 per year extra. Single copies, 75 cents.

Notice for discontinuance of subscription must reach publication office in Milwaukee at least 15 days before date of expiration. Change of address should include both old and new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within 15 days after date of issue.

Editorial Contributions:

Contributions are invited on any subject related to education and welfare of Catholic schools, e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep.

Manuscripts, illustrations, news items, etc., should be sent to publication office in Milwaukee. Contributions are paid for at regular space rates.

The Catholic School Journal

VOL. 61, NO. 2 FEBRUARY, 1961

THE NEW EDITOR

Dr. William H. Conley, New Editor of C.S.J.	37
Editorials	45

BOOKS AND LIBRARIES

Catholic Book Week	38
Catholic Press Month	38
The Elementary School Library James A. Fitzgerald, Ph.D.	39
The Librarian's Role Sister M. Celia, S.S.N.D.	42
Book Fairs Built a Library Sister Maria Goretti, S.C.L.	46
A Book Litany Sister M. Ruth, S.N.D.	47
A Program for Catholic Book Week Sister Rita Marie, O.S.U.	48
How the First Grade Constructed a Library Sister John Marion, O.P.	49
Book Reports Lead to Vocation Program Sister Adrian Marie, O.S.F.	50
Recent Books for Classroom and Library	65

FOR THE ELEMENTARY SCHOOL

Religion in Action Sister M. Emmanuel, C.S.J.	51
Living the Liturgy Sister Josephina, C.S.J.	52
Geography in Today's World Sister M. Ursula, R.S.M.	53
Do We Need More Science in the Elementary School? Francis J. Lodato, Ph.D.	57

HIGH SCHOOL SECTION

Books to Meet Many Adolescent Needs Sister M. Celine, O.S.F.	58
Journalism: "Fields Are White" Sister M. Eymard, O.S.B.	62
Use Bible in English Class Sister M. Catherine, O.S.U.	63

CATHOLIC MANAGEMENT SECTION

See Contents	81
------------------------	----

NEWS AND REVIEWS

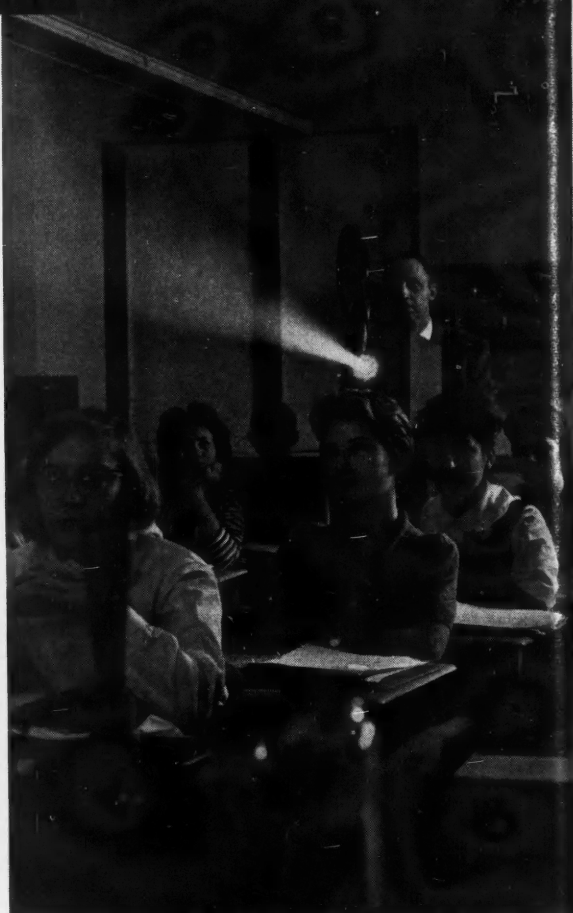
Evaluations of Audio-Visual Aids Ella Callista Clark, Ph.D.	5
New Books	16
News	128
New Supplies	138

COVER PHOTO: The Washington Post

Report to Educators from Joanna Western



At Southwest Junior High School,
Albert Lea, Minnesota . . .



. . . Exlite Shades convert classroom
to audio-visual room—easily, quickly.

How to Control Light...to Light up Young Minds

EXLITE Room-Darkening Window Shades Make Every Classroom Twice as Useful

Southwest Junior High School, Albert Lea, Minnesota, is one of many schools where audio visual techniques play an important role in teaching. And with Joanna Exlite Shades providing 80% to 85% light exclusion, films, slides, movies and optical light experiments are shown right in the classroom.

This saves time spent in moving from one room to another—saves money by eliminating need for a separate audio-visual room. The original cost, as well as maintenance, of Exlite Shades is also far less than other types of room-darkening window coverings.

Whatever your school's light control needs are, Joanna Western makes a specialized product to fit your requirements. Have your secretary mail the coupon at the right for complete information.

VINYL EXLITE is washable, flame resistant. Comes in 5 colors, widths to 77 inches. Exlite is just one of many window shade and louvered shutter and door products made by Joanna Western.

Mr. Bill Berry
Joanna Western Mills Co.
22nd and Jefferson Streets
Chicago 16, Illinois

Please send me complete information on Joanna Western light control products. I understand there is no obligation.

Name _____

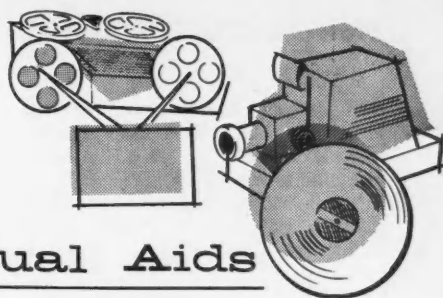
Title _____

Address _____

City _____ Zone _____ State _____

Joanna Western

World's largest manufacturers of window shade products



Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

ROA'S FILMS

1696 N. Astor St.
Milwaukee 2, Wis.

The Good News of Christ

THE GOOD NEWS OF CHRIST is a series of 24 color filmstrips with accompanying guides and 33 $\frac{1}{3}$ rpm non-breakable record explaining the pictures. The 24 are divided into 4 parts of 6 filmstrips each. Part I deals with the HIDDEN LIFE OF CHRIST and includes *The Annunciation, The Nativity, The Presentation, The Wisemen, The Boyhood of Christ, and The Baptism and Temptation.*

Parts II and III, THE PUBLIC LIFE OF CHRIST include *The Marriage at Cana, The Calling of the Four, The Healing of a Leper, The Healing of the Paralytic, The Centurion's Servant, Rejection at Nazareth, The Mission of the Twelve, John the Baptist, Witness to Christ, Jesus Manifests His Divine Authority, Attempted Arrest, The Man Born Blind, The Raising of Lazarus.*

Part IV, THE REDEMPTION FUL-

FILLED covers *The Triumphal Entry and Cleansing of the Temple, The New Pasch, The Trial, The Crucifixion, The Resurrection, and Christ Manifests His Glory.*

The research and script writing of this filmstrip series were prepared by Sister Johnice, I.M.H., and Sister Elizabeth, I.M.H. Rev. Bernard J. Cooke, S.J., chairman of the theology department, Marquette University, is consultant for research and script writing and under his direction, contemporary Scripture scholarship was incorporated into the series.

The persons who evaluated these filmstrips felt that they are very well prepared and fill a definite need for Catholic education.

Strange Gift

STRANGE GIFT is a very attractive 50-frame 35mm. color filmstrip with a 33 $\frac{1}{3}$ rpm, 15-minute record which supplies delightful narration and appropriate accompanying vocal and instrumental music.

Since this filmstrip was conceived and

designed as an emotional and religious experience, and since it depends on integration of pictures and sound for its full effectiveness, it should always be used with the record that accompanies it. In order to keep the advance signal in the accompanying record from being offensive and obtrusive, it has been made part of the musical background.

The advance signal is a series of four chime-like notes (a broken arpeggio chord) played on a celesta. The notes are not always the same because they have to blend and harmonize with the music. But there are always four chime notes and they follow the same pattern. Advance the projector one frame each time you hear this four-note chime signal.

STRANGE GIFT can be used on automatic filmstrip-record units as the record has been pulsed with a 30-50 cycle inaudible advance signal.

This filmstrip combines art work, music, and narration to create an emotional experience that is designed to give the viewer new religious insights into the meaning of Jesus' birth and the significance of His life and mission.

STRANGE GIFT can be used with young people and adults in a church or church school group at any time although it is especially appropriate at Christmas. When used with family groups, children will probably find the pictures and music very pleasing. However, those younger than 11 or 12 years old may not get the full significance of the presentation.

As told in the prologue, the narrator begins by saying, "The little story that follows is not a true story but it is based upon truth. It is based on a truth foretold by prophets, and is borne out in lives and clusters of lives all down the years. It is yours for the seeking. It is for anyone who needs it. It is lovingly underscored for all men by God Himself, in the life of Jesus Christ, His Son, our Lord."

Then follows the singing of "Gloria in Excelsis" and the announcement of the birth of Jesus. In heaven the Great Angel says to the little angels, "God

(Continued on page 6)



— Photo by Shields, Washington, D.C.

Francis Cardinal Spellman, Catholic military vicar for the armed forces, gives Catholic chaplains a newly completed filmstrip catechism. The visual aid for teaching religion, produced at St. John's University in New York, is for use in instructing families of servicemen.

Left to right, Rev. Michael Mullen, C.M., producer of the filmstrip; Commander Vincent J. Lonergan, USN; Cardinal Spellman; Declan X. McMullen, president, Brian Press, Inc., Garden City, N. Y., distributor of the filmstrip; Lt. Col. Leo W. Frye, USA; Lt. Col. John R. Durkin, USAF.

Evaluations of AV Aids

(Continued from page 5)

wills that you, children, help carry gifts to Him, a child." They readily assent and are dispatched to carry Him light, song, and love. One little angel who is left standing uncertainly alone asks, "Is there no gift left for me to carry Him?" The following conversation ensues between the Great Angel and the Little Angel. "There is a gift—small—a baby's share. One little angel could carry it alone."

"Good."

"God wills this gift for Jesus; and an angel IS, to do the will of God. You understand?"

"Yes."

"Go then, take it to the Baby."

"It is called 'sorrow'!"

"Sorrow?"

Dismayed, the Little Angel reluctantly begins his journey hopeful that he will lose the gift of "Sorrow" in a great cloud or otherwise avoid delivering it. Arriving in Bethlehem, he hears many evidences of sorrow and promptly flies back to heaven. But the Great Angel stands in his way so he cannot pass and reminds him, "Little Angel, Little Angel! God wills this gift to be the Baby's! You understand?"

"Not Sorrow," objects the Little Angel.

The great Angel admonishes him saying, "Heaven is closed to man or angel who, knowing God's will, does it not! Go back and find the Baby. God has kept Him in a far land called Egypt. God wills this gift to be the Baby's. You understand?"

"Yes. An angel IS, to do the will of God," replies the Little Angel as in bewilderment he returns to Bethlehem and delivers the gift, "Sorrow" to the Baby. When the Little Angel flies away, the Baby cries, His cry brings Joseph in loving solicitude, and Mary rocks the Baby as she cradles Him in her arms. The Great Angel explains how through the gift, Sorrow, the Baby's heart is opened to receive God's other gifts of light, song, and love. Then as a climax the Little Angel is assigned to return and stay with the Baby. He smiles as he leaves to do this bidding and says "An angel IS to do the will of God." "We will all be watching!" "We will all be waiting!" sang all the Heavenly Hosts as the Little Angel returned to earth once more to take his place as guardian of the Babe whose life was to bring enlightenment, song, and love-past-understanding into the lives of men. The Baby Jesus, who would take unto Himself men's sorrow, that He might truly say: "Come unto Me, all ye who sorrow and I will give you peace."

CONTEMPORARY FILMS

614 Davis St.

Evanston, Ill.

The Little Sisters

THE LITTLE SISTERS is a 30-minute black and white (\$130 sale or \$7 rental) 16mm. sound film which presents views of life in the closed mother house of the cloistered nuns, Les Servantes de Jesus-Marie at Hull, Quebec.

The film opens at Holy Mass in the convent chapel where a young woman has come to the chapel for the last time before she enters the convent to become a nun. As she begins her convent life, we see her realization of the anticipated joys of her new state of life and also the sorrow of parting forever from her family and friends. On her first day she meets her mother superior and the other Sisters. They eat their meals in complete silence and, after the evening meal, enjoy the relaxation of a brief ball game. They are called to prayer on every hour. We see the cot, small table, water pitcher, and chair in the simple room which the Sister will occupy for the rest of her life. During the days which follow, she is initiated into the traditions of her order. She receives spiritual instruction and also participates in manual work such as the making of hosts for Holy Communion in many churches.

After six months, the Sister receives a new name and a new habit and two years later she takes vows and receives her cross after she has been allowed to see her family through the cloister bars for the last time. Following five years of study, worship, and discipline she finally consecrates her life to the service of the Lord until death.

Appropriate accompanying music and other sound effects add materially to this informative film presentation depicting the life of these Sisters who devote their lives to God's work.

ENCYCLOPEDIA BRITANNICA FILMS

1150 Wilmette Ave.

Wilmette, Ill.

Poland: Land Under Communism

POLAND: LAND UNDER COMMUNISM is a 22-minute sound 16mm. color or black and white film for middle grades and up, including adults. Its objectives are: to examine the forces that are shaping Poland's economy; to relate Poland's geographic position to its role in the world today; to document the lives of representative Poles; to describe some of the objectives of Poland's Communist rulers; and to empha-

(Continued on page 8)

Rand McNally Publications for Catholic Schools

AMERICAN CATHOLICISM

A brief history of the development of Catholicism in the United States by JOHN TRACY ELLIS. Now your students can afford to purchase this inexpensive paperback edition. This book has won deserved acclaim for a clear picture of the influence of the Church on religious liberty, the Americanizing of immigrant groups, the educational and social programs of the Church, and the solid contributions to religious and moral aspects of the American way of life. \$1.00 net per copy. Minimum quantity, 5 copies.

TEACHER'S GUIDE

A special Teacher's Guide to AMERICAN CATHOLICISM has been prepared by Brother Francis F.S.C., National Chairman of the Social Studies Committee, Christian Brothers. This Guide has been written to assist you in class discussion of the points of emphasis in AMERICAN CATHOLICISM. Included in this Teacher's Guide are examples of how the material in AMERICAN CATHOLICISM can be used to enrich the teaching of American history through a correlation with THE ADVENTURE OF THE AMERICAN PEOPLE. \$1.00 net per copy. Minimum quantity, 5 copies.

AMERICAN HISTORY

THE ADVENTURE OF THE AMERICAN PEOPLE

by GRAFF AND KROUT

This is the nation's best-selling American history text. It has been adopted for use by the Christian Brothers, St. Louis Province. This is the first text in 25 years that is completely new in approach. In all historical literature there is no more fascinating story than that of our own country. Noted historians Henry Graff and John KROUT have written THE ADVENTURE OF THE AMERICAN PEOPLE as exciting narrative; they have presented the American story as the dramatic venture it truly is. There is also an excellent Teacher's Manual Study Guide.

Price: \$5.56 list, \$4.17 net

Rand McNally announces publication of

THE BORCHERT-McGUIGAN GEOGRAPHY SERIES



Created to make geography a fascinating, meaningful study of our lives, our times and our land.

Here is a new series of elementary geography textbooks that gives dramatic emphasis to the teaching of geography in today's world. This fascinating, new series uses a fresh and provocative approach to the study of geography.

This series emphasizes the geographic concepts and skills important for today's students.

THESE GEOGRAPHIES TEACH STUDENTS TO UNDERSTAND

- **What they see.** How does the world look? How much can you tell about the geography of a place just by looking at it? You can tell a great deal if you know what to look for. One function of the Borchert-McGuigan series is to teach children to understand what they see. By observing and interpreting landscape they develop a skill they will need in order to develop an understanding of the world in which they live.
- **The world's pattern of urbanization.** This is an understanding of major significance to United States students because our country is now 90% urban, 10% rural.
- **The international problem of adequate moisture and water.** Here are new maps which show the effective amount of moisture available, not merely, the misleading total amount of rainfall-in-inches.

In these texts the geographically critical problem of the world's great need for water: for power, transportation, industry, urban living, and many other uses is stressed.

- **Our freedom and our heritage as aspects of the geography of our land.** Here are major themes which animate the study of geography, give it historical perspective, and lead to a "larger" perspective still: "What makes our country strong and great?"

Special Catholic Teacher Edition (Annotated)

With the consultation of the
Commission on American Citizenship,
The Catholic University of America

Each Catholic teacher edition is designed to help you emphasize the application of the principles of Christian Social Living in the teaching of geography.

This new series makes your teaching easier and appropriate for our times because it contains:

- A meaningful approach to geography
- A striking, effective design format
- Completely new maps
- New picture-review sections called "Seeing the Big Picture"
- New picture-maps
- A field study approach—more exciting in its presentation
- More basic geography

To help you, the series has been

- Pre-tested by practicing teachers
- Tested for readability
- Written by a geographer and an elementary classroom teacher

To help you, there are

- A teacher's edition for each text
- A correlated map and globe program
- Filmstrips
- *Handbook of Map and Globe Usage*

The Borchert-McGuigan Geography Series was created by the only publisher of both maps and globes and geography textbooks . . . Rand McNally & Company.

For a descriptive brief on the Borchert-McGuigan Series, write:



EDUCATION DIVISION
RAND McNALLY & COMPANY
P. O. BOX 7600 • CHICAGO 80, ILLINOIS

Evaluations of AV Aids

(Continued from page 6)

size the desire of the Polish people to maintain relations with the "West."

This timely film shows Poland as a land in which nothing is certain except uncertainty. It has caught a host of Poles, hard-working, hopeful, intensely patriotic: a people who find themselves suspended between East and West—committed to an alliance with the Soviet Union, yet reaching toward the "West"

—toward the United States, France, and the United Kingdom—for sympathy and understanding.

The Petoraks living on a farm owned by the family for several generations are more comfortable than most of the Poles, yet the film also shows the usual very small and less comfortable Polish farm family.

Education is traditionally respected in Poland. However, under Poland's Communist government, many reporters say, Poland's educational system has been dominated by Communist propaganda.

Now—

learning to write is
EASIER, MORE FUN,
MORE REWARDING

GUIDING GROWTH IN HANDWRITING

Learning to write *can* be fun for your pupils. And it *is*—with this new version of the nationally popular Zaner-Bloser system of handwriting.

The result of years of research and classroom teaching, GUIDING GROWTH IN HANDWRITING is based on the concept of handwriting as a communication art. It starts with manuscript writing in the lower grades, and progresses easily and naturally to cursive writing. Attractively illustrated throughout, it coordinates writing technique, forms of written expression and

content areas. It correlates writing with language arts, social studies, health, science and other subjects. It allows for transition from manuscript to cursive in either Grade 2 or Grade 3. It provides two professional Reference Manuals for teachers—and a separate pre-writing book for the kindergarten set.

Easy for teachers, easy for students, GUIDING GROWTH IN HANDWRITING is the new, easy, practical way to teaching and learning better penmanship.

Write for **FREE** full-color brochure

Zaner-Bloser

612 N. Park St., Columbus, Ohio

Dept. C



In recent years Polish educators claim to have remedied this situation.

Visiting the beautiful city of Krakow undamaged in either World War, we see the great importance of state-owned manufacturing since the Communists oppose private enterprise. Similarly in Nowa Huta we see the state-run food store where, because of very high prices, a family must spend about half its income for food. From the modern port of Gdynia Poland tries to export as much as possible, and the Soviet Union is her chief customer for coal and steel.

The average Polish farm is small. The Communist rulers of Poland say that before farm production can increase, these small farms must become large "collective farms" in which farmers will pool their land, labor, and equipment. No individual farmer will own land under such a system. Most Polish farmers, it is said, oppose this system.

Warsaw, Poland's capital, was destroyed during World War II. Since then, there has been a good deal of new building and reconstruction. Many parts of the city have been rebuilt as they were before the Nazi-German invasion.

Polish youth interested in American jazz, French novels, and English films are shown as being the hope of the Communist rulers and, although reluctantly, they seem to support the aims of Communism because they have no choice. The teacher's guide which accompanies the films lists appropriate stimulating questions to use before and after seeing the film.

Explaining Matter: Chemical Change

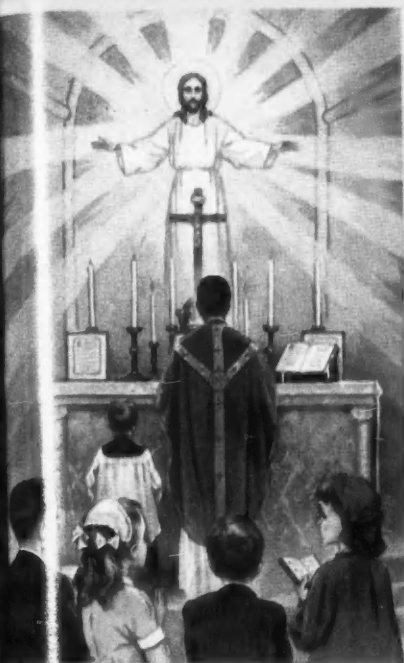
EXPLAINING MATTER: CHEMICAL CHANGE is an 11-minute color sound 16mm. film (\$120) suited to middle grades, junior high school science classes. It explains the chemical changes which occur in fire, in growing plants, and in our bodies. In chemical change two or more kinds of material combine to make very different materials. For example, smoke, steam, and ashes result from burning wood. However, it is necessary to know what various materials are made of if we are to understand what chemical change is. Water is shown as being made up of small molecules each of which is made up of atoms. A water molecule consists of two atoms of hydrogen and one of oxygen. Similarly, every material consists of its own kind of molecules each of which is made up of a certain kind of atom. Shown then are several experiments in combining certain materials, thus pointing up the fact that in chemical change in the atoms two or more kinds of materials are combined to form molecules of entirely different materials. It is also shown that

(Concluded on page 14)

THE NEW SAINT JOSEPH CHILDREN'S MISSAL

By REV. H. HOEVER, S.O.Cist., Ph.D.

THE ideal Missal . . . especially designed for all children of grammar school age. The actions of the priest are all clearly and beautifully illustrated. The Mass prayers are simplified and easy-to-understand. This new Missal will help all children to know and love the Mass.



AT MASS JESUS COMES TO SAVE US.

Every child can easily follow the priest at Mass with this beautiful new Missal. The many colorful and instructive illustrations will keep all children interested . . . and the simple and inspiring prayers will help them to pray with greater ease and understanding. The perfect introduction to the Mass for all children!

OUTSTANDING FEATURES — of this New Edition

- Extra Large Type.
- Illustrated Gospel Story for Sundays and Holydays.
- "Ordinary of the Mass" Explained.
- Simple Mass Prayers.
- Daily Prayers.
- 28 Mass pictures show the position of the priest at all the important parts.
- Prayers for Confession and Holy Communion.
- First Degree responses for a Dialogue Mass.

THE OFFERTORY We Offer the Bread to God

The priest offers bread to God. Soon it will be changed into the Body of Jesus.

SIT



ALMIGHTY and everlasting God, please accept this spotless host. We offer it to

(Actual page format and size of large type)

No. 806/04

No. 806/67-MR

No. 806/31-PB

No. 806/45-PW



Gospel illustrated for each Sunday of the year



The Centurion — 20th Sunday after Pentecost



Caesar's Coin — 22nd Sunday after Pentecost

The
15 Mysteries
of the Rosary
in Full Color

The
14 Stations
of the Cross
in Full Color

Beautifully Illustrated in FULL COLOR.

	Retail	Religious
No. 806/04—Flexible Maroon leatherette, stamped cover.....	\$.75	\$.60
No. 806/67-MR—Maroon hard cover, red and gold stamping.....	1.25	1.00
No. 806/67-B—Black hard cover, red and gold stamping.....	1.25	1.00
No. 806/67-W—White hard cover, red and gold stamping.....	1.25	1.00

Popular Bindings for First Communicants

No. 806/45-PW—White celluloid, gold edges, with First Holy Communion Certificate	2.50	2.00
No. 806/31-PB—Black leatherette, dome cover, gold edges, with First Holy Communion Certificate.....	2.50	2.00
No. 806-F—Black Communion Plastic Case.....	.45	.36

C.B.P. Co.

ORDER TODAY—FROM YOUR RELIGIOUS GOODS DEALER

NEW and OUTSTANDING BOOKS for Schools

I PRAY THE MASS

LATIN-ENGLISH EDITION with DIALOGUE MASS



By REV. H. HOEVER, S.O.Cist., Ph.D. Confraternity Version Word for Word as Read from the Pulpit

Today's most inexpensive Students Sunday Missal. For devout assistance at Holy Mass Catholics everywhere are using this pocket-size edition. With the Confraternity text, large type, simplified liturgical calendars, printed throughout in Red and Black . . . plus over 100 illustrations. 384 Pages. Size 3 1/2 x 5 1/2.

	Retail	Religious
No. 340/05-B—SCHOOL ED., Black leatherette, red edges	\$.58	\$.46
No. 340/15—Black durotex, gold stamped, red edges	.78	.63
No. 340/00—Black cloth, gold stamped, red edges	1.10	.88
No. 340/02-B—Black simulated leather, gold edges	1.50	1.20

LIVES OF THE SAINTS

By REV. H. HOEVER, S.O.Cist., Ph.D.

AT LAST! A New, Modern, Beautifully Illustrated LIVES OF THE SAINTS . . . with short, inspiring biographies for each day of the year.

Inspiring Lives . . . that are models of apostolic zeal, heroic patience, profound humility, and self-sacrificing charity. 512 pages. Size 4 1/2 x 6 3/4.



No. 870/22 — Maroon imitation leather, gold stamped, with design on cover.

Retail \$2.95 — Religious \$2.65

THE NEW TESTAMENT



The BEST pocket-size edition. With 17 full colored pictures, large type, reading guides, largest Table of References, and complete footnotes. 768 pages.

Confraternity Version Word for Word as Read from the Pulpit

Size 3 1/2 x 5 1/2.

No. 630/05—Leatherette, red edges.	Retail \$1.25 — Religious \$1.00
No. 630/15—Duroleather, red edges.	Retail \$1.50 — Religious \$1.20

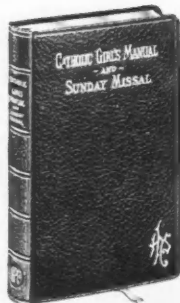
Catholic Girls Manual & Sunday Missal

By REV. WILLIAM A. CARROLL

New . . . gloriously illustrated prayer book that gives especially to Teen-agers a greater knowledge of practical Catholic guidance. The problems and anxieties of young girls are thoroughly explained. Also a complete Sunday Missal with a treasury of prayers and devotions. 568 Pages. Size 3 1/2 x 5 1/2.

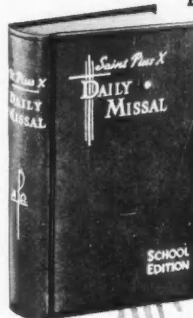
Ideal Book for Modern TEENAGE GIRLS

No. 950/00—Black cloth, red edges.	Retail \$3.75 — Religious \$3.00
No. 950/02—Black simulated leather.	Retail \$4.70 — Religious \$3.75
No. 950/03—Black or Red leather, gold edges.	Retail \$5.65 — Religious \$4.50



ST. PIUS X DAILY MISSAL

Edited by REV. WALTER VAN de PUTTE, C.S.



NEW — Daily Missal that is economical priced for Schools. Up-to-date with all Masses and in accordance with the most recent Decrees.

EASY-TO-USE . . . Its format is designed to allow all who are first meeting a Daily Missal to use it with ease and understanding. The reader is kept constantly aware of action at Mass. 1,024 Pages. Size 4 1/4 x 6 3/4.

No. 320/22—School Edition, Maroon cloth, edges, gold stamped.

Retail \$2.75 — Religious \$2.20

CATHOLIC PICTURE BIBLE

By REV. L. LOVASIK, S.V.D.

OVER 110 REPRODUCTIONS IN COLOR

Here are one-page stories every Catholic child will want to read and re-read. Dramatically illustrated, these 101 thrilling Old and New Testaments stories recreate the lands and peoples of Biblical times as never before.

The glorious, full color illustrations will delight and thrill the reader as well as be of valuable help in the better understanding of each Bible story. 208 pages. Size 6 x 9.

No. 435/22—Cloth cover, gold stamping.
Retail \$4.50 — Religious \$4.00



THE MASS FOR CHILDREN

By REV. L. LOVASIK, S.V.D.

New Pictorial Mass Book — A step-by-step portrayal of the Holy Sacrifice of the Mass in large, true to life full colored pictures and the corresponding prayers from the Missal. Mass prayers are simple and easily understood. 64 Pages. Size 3 3/4 x 6 1/4.

With Life-like Photographs in Full Color

No. 70/04—Flexible leatherette.	Retail \$.50 — Religious \$.40
No. 70/67—Hard cover, gold stamped.	Retail \$1.00 — Religious \$.80



A YOUNG MAN PRAYS

By EDWARD F. GARESCHE, S.J.

13 Illustrations in full color. A treasury of practical and original thoughts, counsels and prayers for young men, with complete Ordinary of the Mass, Confession and Communion Prayers, and Epistles and Gospels for every Sunday. 384 Pages. Pocket Size 3 1/4 x 5 1/4.

No. 330/00—Black cloth, red edges.	Retail \$3.15 — Religious \$2.50
No. 330/02—Black simulated leather.	Retail \$3.75 — Religious \$3.00
No. 330/13—Black leather, gold edges.	Retail \$5.00 — Religious \$4.00



GUILD PRESS



Books for Catholic Readers

"READ-WITH-ME" BOOKS \$1 each

This series introduces a new concept in publishing for Catholic children. "Read-With-Me" Books are picture books designed for the young child who is just beginning to learn about his religion. Through the use of large, colorful pictures, the child is led to an easy understanding of the simple text and encouraged to think about what he has learned.

"Read-With-Me" Books are beautifully illustrated in full color throughout, are printed on heavy paper and sturdily bound. Parents in particular will welcome these books as, together with the child, they explore the truths of the Catholic faith and begin the teaching where it should begin — in the home.

Size: 6 3/4 x 7 3/4, 32 pages, all full color. Ready March

THE HOLY FAMILY

By ALMA SAVAGE. Illustrated by GERTRUDE ELLIOTT ESPENSCHIED. This delightful book presents in warm and tender detail the day-to-day life of the Holy Family in incidents carefully chosen to reflect familiar happenings in the child's own life. Young readers will discover that Jesus was a little child like themselves, and will be drawn closer to Him by this happy discovery. #30150

A CATHOLIC CHILD'S BOOK OF POEMS

Selected by MARY REGINA SARA. Illustrated by CORINNE MALVERN. In both poems and illustrations this charming book reflects the joyous world of childhood. Corinne Malvern captures the

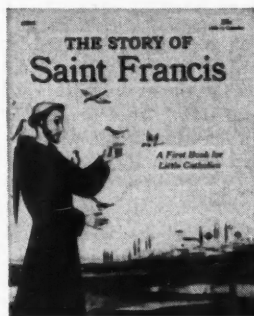


warmth and spirituality of the poems in pictures aglow with a child's delight in the world that God made. #30151

A CATHOLIC CHILD'S BOOK OF PRAYERS

Selected by MARGARET CAMPBELL. Illustrated by RACHEL TAFT DIXON. The first prayers learned by children, plus selections from the Bible and other sources. The beautiful illustrations stress the relationship of prayers to everyday life, and help the child to understand the meaning of each prayer as he learns the words. #30152

FIRST BOOKS FOR LITTLE CATHOLICS 25¢ each



An inexpensive series of small books designed to introduce the child to his religion through colorful pictures and simple, easy-to-read text; over ten million sold to date. There are now 25 active titles in this line for Little Catholics plus these three new ones:

THE INFANT JESUS OF PRAGUE

By SUSAN WEAVER. Illustrated by CATHERINE BARNES. The dramatic story of the devotion to the Infant of Prague for very young readers. March. #30062

THE STORY OF ST. FRANCIS

By KATHLEEN TIFFANY. Illustrated by JOHANNES TROYER. The appealing life of the Poor Man of Assisi in simple language and charming pictures. March. #30065

FIRST BOOK OF POEMS

Selected by GEORGE NICHOLSON. Illustrated by PELAGIE DOANE. A joyous collection of simple religious poems. March. #30067

See next two pages ►

The perfect pair of graded children's Missals



How often have you wished for one missal suitable for very young children and another really usable missal for the older child? Guild Press now fills this gap with two integrated books, each especially designed for a different age group.

Both of these carefully written and beautifully decorated missals can be used as a First Communion Missal, depending upon the age and understanding of the child. Both are a joy to teach from . . . a delight to learn from!



A CATHOLIC CHILD'S MISSAL and PRAYERBOOK

To prepare children in the first and second grades for active participation in the sacrifice of the Mass. Introduces young children to the vital flow of the Mass. Thirty-one full-color photographs illustrate the celebration of the Mass . . . plus color drawings showing when to sit, kneel and stand . . . all the major prayers of the Mass in language beautifully adapted for the young child. 80 pages, all in full color.

Regular Edition

#31302 (Dark blue binding) #31303 (Red binding) #31304 (White binding) 95¢ each

De Luxe Edition (Gift boxed, Gold Edges, Ribbon)

#81302 (Dark blue binding) #81304 (White binding) \$1.75 each

THE SUNDAY MISSAL FOR YOUNG CATHOLICS

To bring children in the third, fourth and fifth grades to a full appreciation of the Mystery of the Holy Eucharist. 82 full-color pictures *throughout* the Missal illustrate events in our Lord's life and the priest's actions as he offers the Sacrifice of the Mass. Text is simple, but *full*. Choice of words has been carefully made for grammar school reading levels. Special instructions on the meaning of the Mass, Easter and Baptism, the Sacraments and Christian Life, Pentecost and Confirmation. All the needed prayers for Confession and Communion. 238 pages.

Regular Edition

#31312 (Dark blue binding) #31313 (Red binding) #31314 (White binding) Mar. \$1.25 each

De Luxe Edition (Gift boxed, Gold Edges, Ribbon)

#81312 (Dark blue binding) #81314 (White binding) March, \$2.00 each

GUILD PRESS, INC.,

Department DES, 630 Fifth Avenue, New York 20, N. Y.



Guild Press ANGELUS BOOKS



PRINTED on quality paper and sturdily bound in Kivar over flexible board, Angelus Books are designed to fill the need for modestly priced reprints of distinguished books in durable case bindings that will last through many handlings. Bindings are printed in color, featuring unusually beautiful original works of art. Size: 4½" x 6½".

New Titles:

THE HEART OF FATHER DAMIEN

By VITAL JOURDAN, SS.CC. The definitive biography of Father Damien who gave his life in the care of the lepers on Molokai in Hawaii. #31160. \$1.25

THE ART OF HAPPY MARRIAGE

By MONSIGNOR JAMES A. MAGNER. A basic guide to successful marriage according to Catholic principles. #31161. 95¢

HISTORY OF THE MASS

By ABBÉ FRANÇOIS AMIOT. A detailed examination of the central ceremony of the Roman Catholic Church. #31200. 85¢

THREE MINUTES A DAY-VOLUME 3

By REVEREND JAMES KELLER, M.M. A brand-new book of short daily meditations by the head of the Christopher movement. Father Keller's popular books of readings for each day have brought guidance and encouragement to millions. Here is the latest volume, with its daily message of hope which is particularly significant in these troubled times. #31164. 95¢

WHAT IS THE BIBLE?

By HENRI DANIEL-ROPS. A fascinating historical account of the formation of the Bible. #31201. 85¢

February

CHANGE THE WORLD FROM YOUR PARISH

A Christopher Handbook, by REV. JAMES KELLER, M.M. In this stirring book, Father Keller issues a challenging call to every Catholic to revive the dynamic religious spirit of the early Christians. Massive promotions. #31163. 75¢

GUILD PRESS, INC. Department DES, 630 Fifth Avenue, New York 20, N. Y.

Published in Canada by Musson Book Co., 103 Vanderhoof Ave., Toronto, Ontario. (Prices slightly higher in Canada.)



STOP...

*and see what's ahead for
your students when you use
Allyn and Bacon textbooks.*

ALGEBRA ONE

by Dunstan Hayden and E. J. Finan 1961 Edition

Available soon.

ELEMENTARY SPANISH SERIES

by Langford, Parnell, and Raymond 1961 Editions

Books One and Two are available. Books
Three and Four are forthcoming.

BIOLOGY for CATHOLIC HIGH SCHOOLS

by Mother Mary Celeste, O.P.



ALLYN and BACON, Inc.

Boston Englewood Cliffs, N. J. Chicago
Atlanta Dallas San Francisco

DOUBLEDAY

CATHOLIC TEXTBOOK DIVISION

Elementary { GEOGRAPHY
SCIENCE

Secondary { HISTORY
SCIENCE

College { PHILOSOPHY

575 Madison Avenue

New York 22, New York

Evaluations of AV Aids

(Concluded from page 8)

new materials are formed but no material is lost in chemical change. Many chemical changes give off energy while others require an outside source of energy such as the sun. This interesting film clearly shows the concepts basic to chemical change.

FILM ASSOCIATES OF CALIFORNIA

11014 Santa Monica Blvd.

Los Angeles 25, Calif.

Television Serves Its Community

TELEVISION SERVES ITS COMMUNITY is a 1960 sound 16mm. film (color, \$135; black and white, \$70) suitable for upper grades and upwards including adults. Avoiding the too technical aspects of TV production, it clearly shows how three types of TV programs are planned, rehearsed, produced, and thus appear on our TV screen, bringing entertainment, news, special events, and other air fare into our homes.

In the production we see the use of remote pick-ups from trucks and helicopter, by live cameras, film, and magnetic tape. Illustrating techniques used, we see a writer carefully preparing a script from which a director plans the overall show. Specialists plan the costumes, settings, lighting, and accompanying music and other sound effects as a preparation to the production of the TV offering. Sponsors who wish to advertise their products pay for most of the shows. However, out of its profits the station finances certain public service programs.

In explaining how a TV show is produced after all the necessary preliminary work is completed, the film depicts the activities in the studio. The director in the control booth watching several TV monitor screens chooses the camera view he feels is best, and indicates his choice by pushing a button. As a news program is being produced, we see the motion picture projector shining a background film directly into the TV camera. The helicopter sends a picture and its sound into the station where it is put on the air and simultaneously put on magnetic tape for future use. From the station the program goes to the transmitter and thence onto our TV screens.

This film is timely, informative, interesting, and well organized.

Historical Non-Fiction

Compiled by Hannah Logasa. Cloth, 288 pp., \$6.50. McKinley Publishing Co., Philadelphia, Pa.

This is the seventh revised edition of an organized annotated bibliography for the use of schools, libraries, and the general reader.

A solid foundation in arithmetic

William A. Brownell

Sister Mary Gerardus, S.S.N.D.

Rev. David C. Fullmer

Sister M. Francis Jerome, S.S.N.D.

Finding Truth in Arithmetic

A solid, sound arithmetic program for grades 3-8 that pyramids learning each year steadily and systematically. Problem-solving — with an increased number of exercises in the Enlarged Editions — is a feature of the program offered.

The Teachers' Manuals are unmatched in their completeness. They contain facsimile pages, with answers, of all text pages, prebook lessons, detailed helps in presentation, and an abundance of material for differentiating instruction and enrichment.

Other supplementary aids are the Workbooks, Teachers' Edition of Workbooks, and Term Tests for each grade level.

A program of lively and engaging experiences in arithmetic for grades 1 and 2. Teachers will find classroom-tested helps in the lesson plans to cover each day's work, with a host of suggested activities to point up learnings — including activities for slow, average, and fast learners.

Emphasizing Christian social living in familiar situations, these texts are carefully organized for real learning. They are delightfully illustrated in full color.

Write-in texts and Manuals

Arithmetic We Need, Enlarged

Guy T. Buswell

William A. Brownell

Irene Sauble

Visit Booths E 17-19 at N.C.E.A. Meeting, April 4-7, 1961
Convention Hall, Atlantic City

Ginn and Company

Home Office: Boston
Atlanta 3

Sales Offices: New York 11
Dallas 1

Chicago 6
Toronto 16

New Books

Things to Make and Do

By Esther M. Bjoland. Cloth, 192 pp., illus., \$4.95. Standard Education Society, Inc., Chicago 6, Ill., 1961.

The author says quite truly, in her introduction to this practical project book for young children, that many children rapidly grow tired of their ready-made toys. As a solution to this problem, she has compiled 146 very simple projects that

the children themselves can make from such salvaged materials as pieces of cork, bits of wire or yarn, match boxes, cardboard, etc.

It is almost unbelievable how many toys children can make. The first project is a collection of circus animals made from corks, wire sticks, yarn, and feathers. They can use spools for wheels or axles. They can make umbrellas from colored paper, baskets from clothespins, animals from vegetables. They can make even such grown-up things as a sun dial.

Some of these projects will suggest to parents simple do-it-yourself projects for themselves and older children.

What Is It? Series

Cloth, \$1.60 each Benefic Press, Chicago 39, Ill.

There are now 24 titles in this series for youngsters—12 for the primary grades and 12 for the middle grades.

The new fall titles for the middle grades (fourth grade reading level, grades four to eight) include: *What Is Air?*; *What Is an Atom?*; *What Is Electricity?*; *What Is Gravity?*; *What Is Heat?*; *What Is Sound?*; *What Is Water?*, and *What Is Weather?*

Undoubtedly, boys will be more interested in the entire series, but that does not mean girls will not be curious about some of the books. The series supplies basic, factual information about the world around us. The art work, in general, is excellent. In most cases a picture dictionary concludes the book. Teachers and librarians will be happy to have the series at hand.

—W. Stramb.



For that all-important final semester . . . in the classroom, as supplementary reading, on the bookrack . . . every Catholic high school needs these DOME books.

Courses in paperback . . .

WISDOM SHALL ENTER

Leo J. Trese

A course in Catholic apologetics.

WHAT CATHOLIC GIRLS SHOULD KNOW ABOUT MARRIAGE

Francis X. Dietz

A marriage course for Catholic high school girls.

Readers in paperback . . .

PURITY, MODESTY, MARRIAGE

Joseph Buckley, S.M.

A Christian design for sex.

ACCENT ON PURITY

Joseph E. Haley, C.S.C.

A guide for sex education. Illustrated

Seminars in paperback . . .

MANY ARE ONE

Leo J. Trese

A discussion on the Mystical Body and the social nature of the Church. (Over 100,000 copies sold.)

Only 76¢ each. (Includes school discount.)

FIDES PUBLISHERS • NOTRE DAME, IND.

The Adventure of the American People

By Henry F. Graff & John A. Krout. Cloth, 670 pp., 8 by 10, illus., \$5.56; Study Guide, \$1.48; Teacher's Manual, 96 cents. Rand McNally & Co., Chicago 80, Ill., 1959 & 1960.

This new American history for the high school, issued in 1959 and brought up to date in a 1960 printing, devotes a full chapter to a study of the events that have occurred since World War II. There are 30 chapters beginning with "The Opening of a New World" and ending with "In an Uneasy World." These are grouped into seven parts: Europe Transplanted, Making a New Nation, the Challenge of Sectionalism, Testing the Federal Union, Creating Industrial Strength, Imperial America, and the Quest for Security. An appendix of 33 pages contains important documents, dates, statistics, etc.

Each chapter is introduced by a selection, a page or more in length, from the writings of a person who lived in the period treated. A large number of maps, charts, graphs, and diagrams, very many of them in color, illustrate the text. At the end of a lesson assignment there are a few questions for the student entitled "Do You Know the Basic Facts." At the end of a chapter is a more extensive study guide called "The Workshop."

The authors have pursued the policy of stating facts objectively. The student who has used this textbook with ordinary diligence will be rewarded with a good understanding of the history of our country and its relations with the world.

Personality Development and Adjustment in Adolescence

By Alexander A. Schneiders, Ph.D. Cloth, 483 pp., \$5.75. The Bruce Publishing Co., Milwaukee 1, Wis., 1960.

This book which was begun as a revision of the author's *Psychology of Adolescence*, published in 1951, has ended as a new book, with psychology only one of its essential parts.

Dr. Schneiders has been a professor of psychology and director of psychological services at Fordham University since 1953 when he transferred from the University of Detroit.

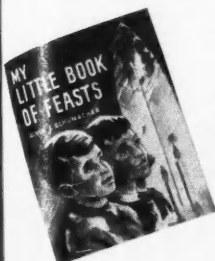
Here are, in addition to a thorough treatment of the psychology of adolescence, altogether new chapters on such problems as discipline and counseling. There are many new illustrations, figures, tables, and illustrative photographs. Bibliography and reference include more than 1000 new books, articles, and monographs which

(Continued on page 27)

Prebound Books For Catholic Schools

Financing and maintaining an ever-growing school system demands rigid economy, and that is one of the many reasons for purchasing Prebound books. It is sound economy to purchase Prebound books because they are wear resistant, they save you money and the bother of extra handling because the rebinding problem is eliminated. It has been conservatively estimated that Prebound books will outlast trade-bound editions four or five times.

The following titles are only a fraction of the many fine books we have for young Catholic readers. Our Guide to Good Reading Catalog offers a wide range of choice in subject matter at all age and grade levels. Be sure you have this complete catalog in your file.



Christian Child's Stories

The purpose of this series is to give understanding of the very big things of the Catholic Faith to the very small in language that they can understand and in a style that will hold their interest.

Ages 4-8

\$1.20 each

Grades K-3



BEFORE JESUS CAME by Sister Mary Clara
BEN AND THE GREEN CORDUROY ANGEL by April Oursler Armstrong
BONG BONG PRINCESS by Sister M. Francis Assisi, C.S.A.
A CHILD'S DAY by Maria M. Di Valentin
FATHER BRENNAN'S TIP-TOP TALES by the Rev. Gerald T. Brennan
GOD IS EVERYWHERE by Rae Gelling

JESUS SHOWS ME THE WAY by the Rev. George M. Dennerle & Sister M. Magdela, S.N.D.
JESUS TELLS ME by Mary Dick
THE LITTLE ALPHABET by Jessica Powers
THE LITTLE FLOWER OF JESUS by Sister Mary Julita, S.S.N.D.
LITTLE JOSEPH, SON OF DAVID by Sister Mary Magdela, S.N.D.
THE LITTLE JUGGLER by Katherine Evans
THE LITTLE SWISS GUARD by Mary Dick

THE LITTLE TREE by Katherine Evans
LUDI, HE LITTLE SAINT BERNARD by Norah Smaridge
MY JESUS by the Rev. Gerald T. Brennan
MY LITTLE BOOK OF FEASTS by Alvin J. Schumacher
MY LITTLE BOOK OF THANKS by Sister Maryanna, O.P.
MY LITTLE COUNTING BOOK by Eva K. Betz

MY LITTLE MASS BOOK by Sister Magdela, S.N.D.
MY MARY BOOK by Sister Maryanna, O.P.
POOR LITTLE RICH MAN by Sister M. Julita, S.S.N.D.
THE STORY OF SANTA CLAUS by Julian J. Reiss
SUNDAY BEST by Norah Smaridge
WHAT WILL I BE? by Alvin Schumacher
WHEN JESUS CAME by the Rev. Gerald T. Brennan

Dujarie Press Books

Primary Grades

Books for children in the first, second, and third grades. These are printed in colored inks, and about half of the book is given to illustrations. Children love pictures because they also tell a story.

\$2.23 each

A STORY OF BEETHOVEN by Brother Ernest, C.S.C.
A STORY OF SAINT BENEDICT THE NEGRO by Brother Ernest, C.S.C.
A STORY OF MOZART by Brother Ernest, C.S.C.
A STORY OF OUR LADY OF BAN-NEUX by Brother Ernest, C.S.C.
A STORY OF OUR LADY OF LA SALETTE by Brother Ernest, C.S.C.
A STORY OF RAPHAEL by Brother Ernest, C.S.C.
A STORY OF SAINT AGATHA by Brother Ernest, C.S.C.
A STORY OF SAINT HYACINTH by Brother Ernest, C.S.C.
A STORY OF SAINT IGNATIUS LAYOLA by Bro. Ernest, C.S.C.
A STORY OF SAINT JAMES by Brother Ernest, C.S.C.

A STORY OF SAINT JANE DE CHANTAL by Bro. Ernest, C.S.C.
A STORY OF SAINT JOHN VIANNEY by Brother Ernest, C.S.C.
A STORY OF SAINT MEINRAD by Brother Ernest, C.S.C.
A STORY OF SAINT PASCHAL BAYLON by Bro. Ernest, C.S.C.
A STORY OF SAINT PERPETUA by Brother Ernest, C.S.C.
A STORY OF SAINT PETER OF VERONA by Bro. Ernest, C.S.C.
A STORY OF SAINT ROCH by Brother Ernest, C.S.C.
A STORY OF SAINT SIMON STOCK by Brother Ernest, C.S.C.
A STORY OF SAINT THOMAS AQUINAS by Bro. Ernest, C.S.C.
A STORY OF SAINT ZITA by Brother Ernest, C.S.C.

Intermediate Grades

For our young readers in the fourth grade and on up through to the high school level. The books in this division are also illustrated, but not so profusely. Their format approaches a more adult level.

\$2.58 each

ANGEL OF PEACE by Donald Pelous
BLUE ANGELS WITH HATS by Brother Roberto, C.S.C.
BOY FROM CHEAPSIDE by Brother Marco Daly, C.S.C.
THE BOY WHO THREW AWAY HIS GOLD by Brother Ernest, C.S.C.
CHRIST COMES TO THE INDIANS by Brother Raymond Papenfuss, C.S.C.
A DREAM COME TRUE by Donald Pelous
THE FACE IN THE FLAMES by Brother Roberto, C.S.C.
GOLD TRIED BY FIRE by Brother Donan Johnroe, C.S.C.
THE LAD WHO HIKED TO HEAVEN by Brother Sigismund, C.S.C.
LEAD MY SHEEP by Brother Roberto, C.S.C.
LET EDWARD BE KING by Brother Roberto, C.S.C.
LET HIM LIVE by Brother Roberto, C.S.C.
MAID OF CORINALDO by Brother Sabinus, C.S.C.
THE MAN WHO TAMED A MONSTER by Brother Roberto, C.S.C.
MASTER MOZART by Brother Evans, C.S.C.
THE MERRY WATCH MAKER by Brother Roberto, C.S.C.

MORE THAN MONEY CAN BUY by Brother Roberto, C.S.C.
NO JEWELS FOR JANE by Brother Roberto, C.S.C.
NO WINGS FOR NINE ANGELS by Brother Roberto, C.S.C.
OUR LADY COMES TO FATIMA by Brother Ernest, C.S.C.
OUR LADY COMES TO LOURDES by Brother Ernest, C.S.C.
PATRIOT IN PURPLE by Brother Bernard Donahoe, C.S.C.
SAINT JOSEPH'S LITTLE BROTHER by Brother Ernest, C.S.C.
THE SCHOOLBOY SAINT by Brother Theodore LaTour, C.S.C.
SING, MY POOR HEART, SING: THE STORY OF SCHUBERT by Brother Roy Nash, C.S.C.
SO MUCH FOR SO MANY by Brother Roberto, C.S.C.
THERE ARE NO BAD BOYS by Brother Roberto, C.S.C.
THROUGH THE DARK NIGHT by Brother Ernest, C.S.C.
THROW HIM TO THE LIONS by Brother Roberto, C.S.C.
WHERE ROAMS THE RIVER? by Brother Bernard Donahoe, C.S.C.
WE SAIL AT DAWN by Brother Roberto, C.S.C.
THUNDERING SILENCE: THE STORY OF BEETHOVEN by Brother Roy Nash, C.S.C.

☐ Check here for all 78 titles @ \$158.36, postpaid.

Send to:

Name of School.....

Address

City..... Zone..... State.....

Signed

Follett Library Book Company

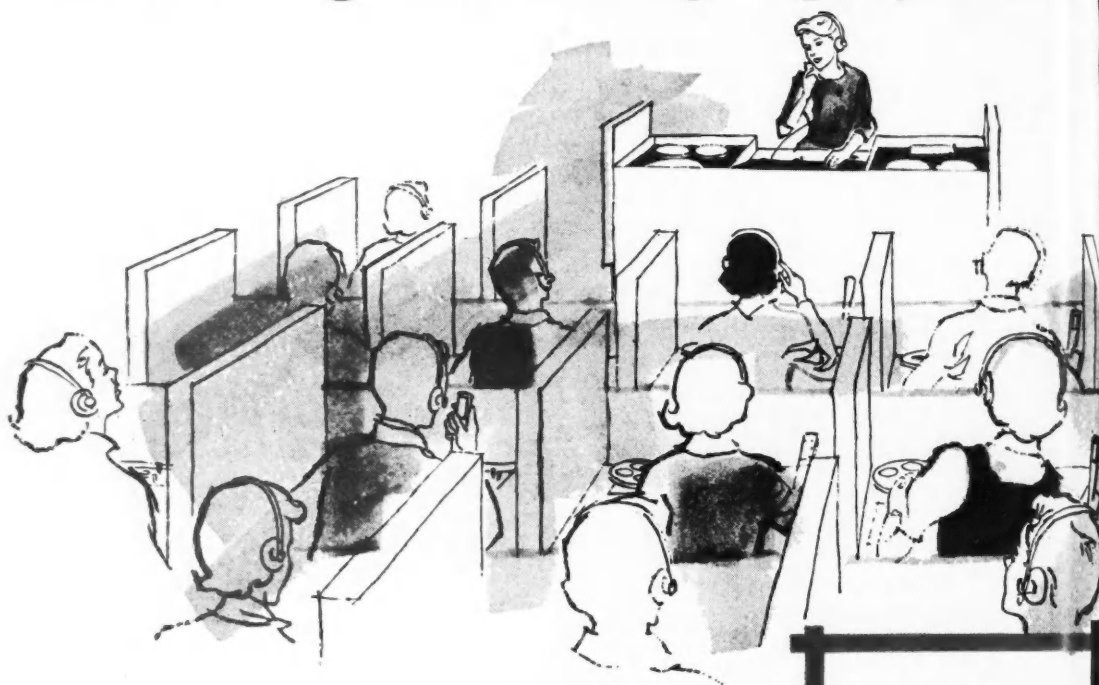
1018 W. Washington Blvd.

Chicago 7, Illinois

language laboratories expensive? .n

now, a complete 25-position [M

including recording equipment .a



More examples of MRI/TRW
ADVANCED EQUIPMENT...
BRAND NEW for 1961...
for better language labs
at lower cost.



NEW Model CD-6L TEACHER DESK-CONSOLE CONTROL CENTER

Complete, simplified
operation with an
unobstructed view
from a seated position.

Dual pedestal with drawers
& cabinets for equipment
and storage.

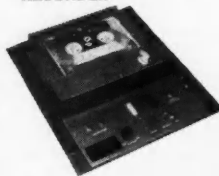
Also available with single
pedestal, Model CD-3L.



NEW TRW Model AV-100 PORTABLE RECORDER PLAYER

with professional features
to meet educational needs
Lightweight (only 16½ lbs.)
and rugged • Hysteresis
Synchronous Motor
• Frequency Response:
40-15,000 cps

NEW Model 80 MAGAZINE DUAL-LANGUAGE RECORDER



An MRI/TRW development...
exclusively for language
laboratory use.
So simple... no threading,
spilling or breakage.
• Exclusive "Split-a-
word" pause button
• Ind-x-matic locator
for rapid review.



NEW A-250 DYNAMIC HEADSETS

- Guaranteed high fidelity
(30-20,000 cps)
- "Fatigue-free" comfort
(only 3 oz.)
- Finest sound
reproduction
- Monaural and
stereophonic

WORLD'S MOST COMPLETE
LINE OF LANGUAGE
LABORATORY EQUIPMENT

not any more!

MRI TRW

language laboratory

as low as \$6500

FOR GROUP AND LIBRARY STUDY!

Proportionally low costs for larger
or smaller installations

Now, more schools than ever can have these wanted and needed facilities. MRI/TRW, pioneer in electronics for education, makes this significant cost breakthrough on new, advanced equipment — latest additions to the complete line in proven use every day in more than 1000 installations in leading schools.

WHAT THIS LOW PRICE INCLUDES:

1. 25 complete student positions, each equipped with TRW's brand new DUAL-70 2-channel Tape Recorder (or Magnicon Magnetic Disc Unit), and including MRI/TRW's all-steel Add-a-Booth, brand new highest fidelity headsets...and
2. Complete Master Program Source, with 2-way intercom to each student position.

MRI/TRW streamlines the price, increases quality and broadens the easy-to-use features that have made MRI/TRW the most widely used — most widely preferred language laboratories in use today!

HOW MRI/TRW FULFILLS YOUR COMPLETE NEEDS

RECOGNIZED QUALITY

Wide acceptance, together with MRI/TRW's unequalled experience and quality controlled production, assures schools the finest equipment at the lowest cost.

Every school shares this advantage, regardless of present size, purpose or budget, because MRI/TRW offers the world's most complete line of Language Laboratory equipment. Modular design of all units keeps expansion costs to a minimum.

UNMATCHED SIMPLICITY

"Simplicity first" assures highest teacher productivity, maximum concentration by both teacher and student on the work at hand: learning languages.

MRI/TRW combines simplicity with ruggedness in equipment designed and built for the demands of continuous operation. Every element stays in use longer, while modular circuitry means servicing in just minutes... on the premises.

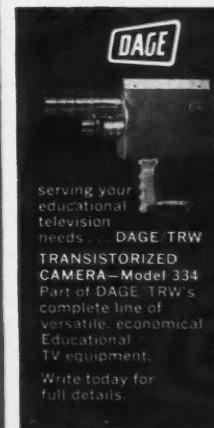
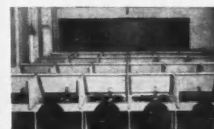
TESTED TEACHING MATERIALS

MRI/TRW offers schools much more than equipment. Their continuing program of educational services provides vital in-classroom techniques, programming suggestions, regional seminars and other activities and information. Valuable guides to maximum teaching effectiveness and utilization of equipment, they are drawn from MRI/TRW's national seminars, research and direct participation in language programs.

ALL THIS QUALITY... ALL THESE SERVICES... AT THE LOWEST COST IN LANGUAGE LABORATORY HISTORY

Look into the savings, quality and ease-of-use you get only with MRI/TRW Language Laboratories. Write, wire or phone today for complete information.

MRI/TRW Language Specialists are available for consultation in your area.



EDUCATIONAL ELECTRONICS DIVISION

Thompson Ramo Wooldridge Inc.

532 SYLVAN AVENUE • ENGLEWOOD CLIFFS, NEW JERSEY • LOWell 7-5200

divisions and subsidiaries serving the educational field:

Magnetic Recording Industries • Dage Television • Bell Sound • Bel Canto • Intellelectronics

(For more information from advertisers, use the postcard on page 147)

Anyone can tell a sunflower



from a fish



And it's just as easy
to tell our new textbook

Biology — Inquiry into Life

by Taschdjian and Hubbert

from all other textbooks in this subject.

If you are serious about changing your text in biology for next fall's classes, we'd like to send you an examination copy of this beautiful and interesting book.

If you're not thinking about changing texts so soon, perhaps you will after seeing *Biology — Inquiry into Life*. And maybe we should send you an examination copy with this in mind.

Correspondence invited.

Mentzer, Bush and Company, 330 East Cermak Road, Chicago 16, Illinois

Outstanding New Oxford Books To Help Your Students NOW...

● READING COMPREHENSION

ORGEL. An important new book that tests and drills students in the field of reading comprehension. Includes every question type used in the College Entrance Scholastic Aptitude Tests, New York State Regents Scholarship Examinations, and Westinghouse National Merit Scholarship Examinations.

Net school prices: Paper \$1.00; Cloth \$1.60; Teacher's Key available.

● MASTERING INTERMEDIATE ALGEBRA

SCHLUMPF. A thorough, well-organized survey of the entire field of intermediate Algebra-Type examples arranged in step-by-step form show the student specifically how to handle every type of problem encountered in this course. Exercise materials are outstanding.

Net school prices: Paper \$1.25; Cloth \$1.85; Teacher's Key available.

● MASTERING ELEMENTARY ALGEBRA

MANHEIMER. Embodies the most advanced, modern thinking about the teaching of algebra as a local structure, without obscuring traditional concepts and skills. Contains lucid instructional material and a wealth of exercises and tests adapted to the needs of all students.

Net school prices: Paper \$1.25; Cloth \$1.85; Teacher's Key available.

● MASTERING PLANE GEOMETRY

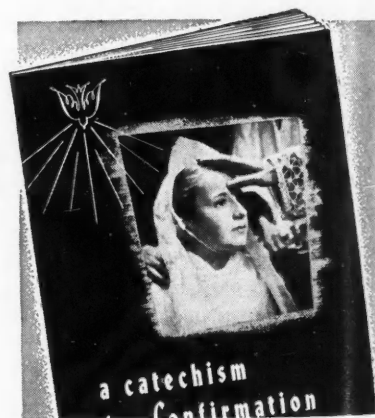
MUNRO & WILSON. Utilizes methods and features of proved effectiveness in promoting mastery of the subject. Each topic is introduced by a survey of essential facts and ideas. Effective use of *color* helps students focus their attention on key parts of diagrams. Abundant exercise material covers every phase of the course.

Net school prices: Paper \$1.00; Cloth \$1.65; Teacher's Key available.

OXFORD BOOK COMPANY

71 Fifth Avenue • New York 3, N. Y.

NOW!
*revised...
reset...
enlarged*
to 48 pages



a catechism for Confirmation

BY REVEREND JOHN J. MORRIS

A GREAT convenience. Inexpensive.
Why not order your supply today?

1000 or more, 15c ea./100 to 999, 19c ea. | 48 pp., 5½ x 8½"
10 to 99, 20c ea./1 to 9, 25c ea.

D. FARRELL CO. ◀ ORDER DIRECTLY OR THROUGH
YOUR LOCAL BOOK STORE
5941 West Chicago Avenue, Chicago 51, Ill.

START YOUR BOYS and GIRLS NOW on

Palmer Method

ease... speed... legibility

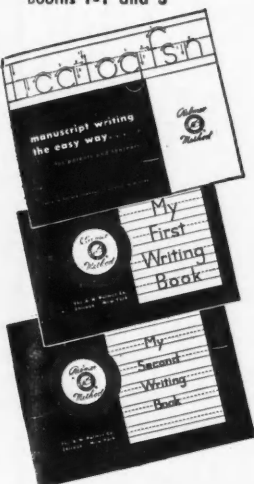
FOR A LIFETIME OF



GOOD COMMUNICATIONS mean fluency in handwriting, too! Even brighter students, so ready to grasp new lessons, can develop failure frustrations from simple lack of communicative skill on paper. Here is a vital key to unlock abilities, leading to permanent satisfactions and success!

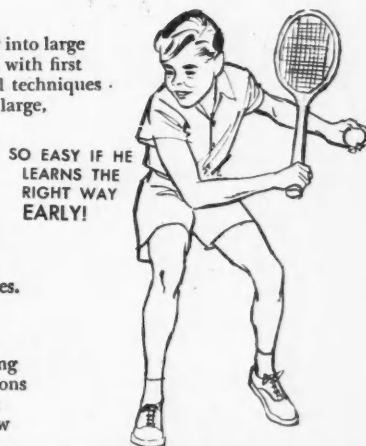
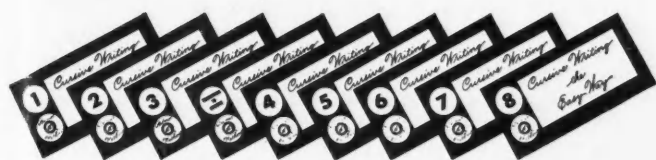
PALMER METHOD . . . most widely used in handwriting . . . evolved quite naturally. It fits human body and brain, serves them best with basic habits that are as *right* and relaxed as ever. PALMER'S fine graded texts, constantly revised and completely up-to-date, help you quickly train or review all your boys and girls in good, readable, smooth writing . . . presenting an integral part of the modern school's language arts program.

At NCEA, Atlantic City:
Booths F-1 and 3



MANUSCRIPT. *Grades 1 and 2.* Mastery of basic strokes. Assembly into large printed letters and adapting into simple words. Correlates with first reading experiences. PALMER Manuscript formations and techniques are widely accepted as authoritative. Workbooks are extra large, lightly ruled on strong, white, easy-write paper. Gently lead child through simple step-at-a-time pages to a secure mastery. 2nd year workbook introduces smaller printing, more precise control . . . sound foundation for the flow-script cursive soon to come. The child arrives at the transition point well prepared. With quantities of pupil workbooks a large 64 pg. Manual is supplied free. It details best desk and chalkboard procedures, includes many interesting tie-in illustrations for the printed practice phrases.

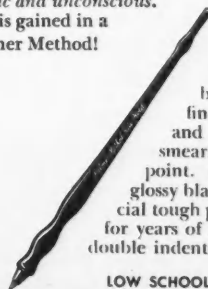
CURSIVE. *Grades 1 through 8.* A special transition book shows first steps at desk and chalkboard to ingrain basic strokes, formations, and the rhythms of flow-script. Moving quickly into intriguing letter and practice word combinations the child is supplied just enough to challenge, yet permit accomplishment. Year by year, through grade 8, each new workbook progresses . . . supplying teacher and pupil the means to make good cursive writing automatic and unconscious. A life-time personal communications asset is gained in a minimum of curriculum time through Palmer Method!



SO EASY IF HE
LEARNS THE
RIGHT WAY
EARLY!

NEW! RITE-HOLD Ball Point Pen

NOW with REFILLS! Special ball point inserts with doubly refined ink. Instant, smooth writing and drying. Controlled viscosity. No smearing, no leaking. Fine or medium point. **NEW PLASTIC HOLDER.** 7" clean, glossy black, red, green, blue or yellow. Special tough plastic resists scuffs, cracks or chips for years of hard use! **EXCLUSIVE** finger-fitting double indentations promote holding correctly.



LOW SCHOOL PRICE Complete, 28c; Refills, ea. 18c

FREE — for EVALUATION. Sample workbooks, other materials, catalog. Sent on request to educators active in handwriting. State grade levels.

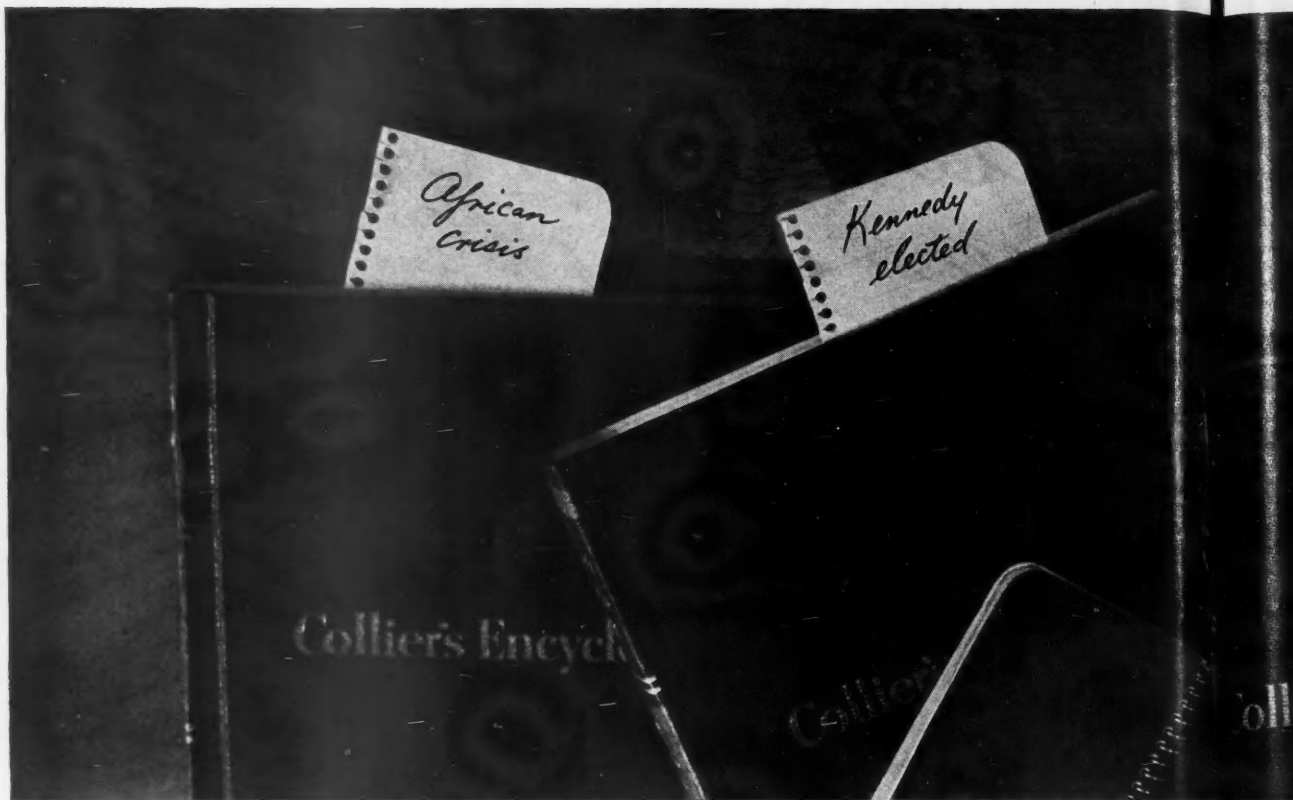
FEBRUARY, 1961

The A. N. PALMER Co., 902 S. Wabash, Chicago 5, Ill.

PALMER METHOD

(For more information from advertisers, use the postcard on page 147)

The Most
Widely Used
Handwriting



What makes the new edition of Collier's En

- *The results of the 1960 Presidential election, including official electoral college vote.*
- *New articles on Africa in turmoil.*
- *Details of the 1960 United States Census—information not yet found in any other encyclopedia.*
- *Expanded, revised biographies of John F. Kennedy, Lyndon Johnson, Richard M. Nixon, Khrushchev and Castro, including all the most recent developments.*
- *A new article on Space Vehicles, reporting the latest advances in that vital field.*
- *A new article on the International Bank & Fund that helps explain today's gold crisis.*

WHEN you refer readers to Collier's Encyclopedia, you direct them to the most up-to-date major reference work available. In the new 1961 edition, recent world events are covered in detail. And the facts behind the news become immediately evident.

Collier's—like the world it defines—is dynamic. The editors of Collier's know that completeness is not a static quality—it must be carefully maintained. That is why there are 140 new pages in the 1961 edition; 225 new and revised articles; over 40,000 new words in the field of Social Science alone!

250 more illustrations, all integrated with the text, make the new Collier's visually richer. And an additional set of eight full-color transparencies explains the complex internal-combustion engine with a clarity that words or ordinary illustrations alone could never achieve.

Recommend Collier's with confidence

Collier's represents the combined knowledge of some of the world's most eminent authorities. This year alone, fifty new contributors join its distinguished staff of experts. Among them, you will

1960 Census

Space
vehicles

Collier's Encyclopedia

Encyclopedia

Encyclopedia unmistakably 1961?

and: Supreme Court Justice Felix Frankfurter; Nobel Prize Winners in Physics, Professors John Bardeen and Percy Bridgman; and Dr. Willard Gibbs, Nobel Prize Winner in Chemistry.

An Encyclopedia with personality

Think back to your college days. Remember the professor whose course *everybody* took? He presented the same material the other instructors taught. But in a way that made students crowd his classroom. Call it color—or enthusiasm. Call it zest. Collier's has that very quality. It draws readers back again and again.

So readable, it invites use

Students, scholars and casual readers alike are delighted by Collier's appealing readability, its lucid, swift-paced style. They appreciate the way information is presented in an authoritative yet easy-to-absorb way. They like the vigorous language with modern editing. They discover after a few paragraphs that Collier's is one encyclopedia you don't have to grapple with. This is no accident. Collier's was *designed to be used*.

No wonder librarians report that readers refer to Collier's more often than any other encyclopedia on their shelves.

Write for free information

No reference department is complete without the new 1961 Collier's Encyclopedia. Write today for descriptive brochure and list of teaching aids in General Science, Social Studies and Language Arts. Please indicate your school or library affiliation. Collier's Encyclopedia, Library & Educational Dept. K-1, 640 Fifth Avenue, New York 19, N. Y.



COLLIER'S ENCYCLOPEDIA

RAY NALL, BUSINESS DEPT. HEAD, WASHINGTON UNION H.S., FRESNO, CAL.



has bought over 130 Royal Manuals;
says Royal service "second to none."

"I can heartily recommend Royal typewriters without hesitation," says Mr. Nall, who began his 20th year of teaching this year. "My students are enthusiastic about Royal Manuals, too."

Incidentally, Mr. Nall recently bought a Royal Manual for his own personal use at home.

As for Royal service, Mr. Nall points out that even though Washington Union High School is 5 miles from the Fresno city limits, his calls have received prompt

efficient attention... "second to none"... an important plus when machines are in daily classroom use.

Rugged Royal Manuals, with low maintenance cost, with service as close as your telephone, bring you lower total typewriter cost, uninterrupted classroom performance. That's why more than half of all the typewriters in the nation's classrooms are Royals! Call your Royal representative for a demonstration in office or classroom.

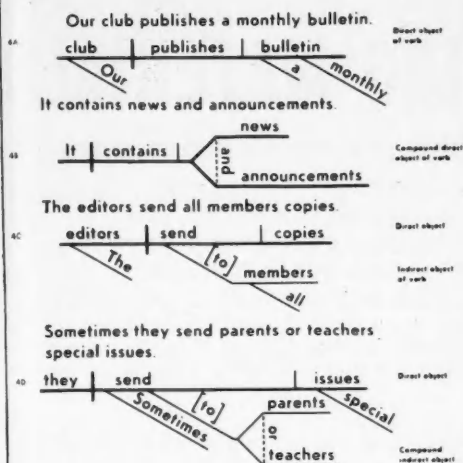
ROYAL
manual

PRODUCT OF ROYAL MCBEE CORPORATION, WORLD'S LARGEST MANUFACTURER OF TYPEWRITERS.

NEW!

For Your Classroom in 1961...

DIAGRAMMING DIRECT AND INDIRECT OBJECTS



Created by Dr. Harry Bricker, Co-author of *You Can Read Better*; *Your Child and Radio, TV, Comics and Movies*; in consultation with Leonard C. Schweitzer, English Dept., New Trier School Dist., Illinois.

SENTENCE STRUCTURE CHART SERIES

12 Huge 2-Color Charts

24½" x 32½"

For Handling Ease, Printed on Both Sides of 6 Durable Boards

Stand in chalk tray or hang by pre-inserted eyelets from any hook or map rail

12 Correlated Duplicator Masters

8½" x 11"—in 2 Colors—for Seat and Review Work

44-Page Correlated Teacher's Guide

Sentence Diagramming—not an end in itself, but a creative teaching tool to help students

• Think Clearly • Speak Clearly • Write Clearly

Each chart develops the fundamental elements in the building and structure of a sentence . . . a paragraph . . . a unified thought

SCHOOL PRICE \$21.85

The Revised 1961 CHILD HORIZONS

for Kindergarten through Grade 3

Four volumes of stimulating easy-to-read text and delightful color illustrations. Here is a treasury of carefully edited and immensely valuable resource material for PRE-READERS and BEGINNING READERS.



Things to Make and Do

Fascinating new handicraft ideas for boys and girls . . . easy-to-follow directions for projects with ordinary household and school materials.

The Story Hour

For reading readiness . . . childhood tales and poems by outstanding authors arouse interest and help build vocabulary.

Parade of Stories

Character-building poems and stories children CAN READ and WANT TO READ. Selected from best work of internationally known authors.

Questions Children Ask

Clear, simple . . . satisfies immediate curiosity . . . stimulates reasoning . . . informative on the child's level of understanding.

CHILD HORIZONS • School Price \$19.50 Set • Per Volume \$4.95

Send for Free Teaching Aids Catalog

STANDARD EDUCATION SOCIETY, Inc.

DEPT. 521

130 North Wells Street • CHICAGO 6, ILLINOIS

Help students reach new peaks of reading performance—
regardless of present achievement levels



the family of **SRA**

MULTILEVEL LEARNING MATERIALS

an exciting individualized reading instruction program

accommodates individual differences in reading ability . . . each student progresses as fast and as far as his own learning rate and capacity will take him.

motivates toward better reading performance . . . student reaches achievement goals at his own rate, feels responsible for his own success and competes only with himself.
requires no special teacher training . . . technique can be quickly mastered with instructions in Teacher's Handbook which describes programs and adaptations.

achieves lasting improvement of skills . . . student gets intensive practice, firmly reinforcing skills learned.

allows teacher more time for individual attention . . . largely self-administering by each student.

integrates easily into curriculum . . . as an individualized developmental reading program; as a part of the language arts program to improve spelling, vocabulary, and word attack skills; or to stimulate further independent reading.



SRA READING LABORATORIES for grades 4 through 12

- I.** For average 4th grades, advanced 3rd grades or slower 5th grades. Twelve reading grade levels ranging from 2.0 through 7.0.
- II.** For average 5th grades, advanced 4th grades or slower 6th grades. Twelve reading grade levels ranging from 3.0 through 8.0.
- III.** For average 6th grades, advanced 5th or slower 7th grades. Twelve reading grade levels ranging from 4.0 through 9.0.

IV. Designed particularly for use in Grades 7, 8, and 9; may also be used in Grades 10, 11, and 12. Ten reading grade levels ranging from 3.0 through 12.0.

V. Designed particularly for use in Grades 10, 11, and 12. For advanced use. Contains materials to build listening-notetaking skills. College Prep Edition can also be used in advanced 9th grades and as refresher course in first year college. Seven reading grade levels ranging from 8.0 through 14.0.

READING LABORATORIES CONTAIN 140-150 Power Builder Reading Selections (longer reading selections) and Rate Builders (short, timed selections to build reading speed and concentration); 7-12 Listening Skill Builders; Student Record Book, in which the student charts his own progress (1 Record Book is required for each student); and Teacher's Handbook. All materials sturdily constructed to withstand prolonged classroom use.

Ideal learning aid
supplement to
reading laboratories



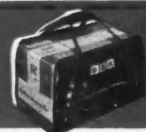
READING FOR UNDERSTANDING

A self-administering learning-thinking program for grades 3 through 12

Helps students achieve the real purpose of reading—that of understanding the ideas and meanings words convey.

READING FOR UNDERSTANDING SET contains 4,000 practice paragraphs to challenge verbal ingenuity and thinking flexibility; Placement Test to determine each student's correct starting level; Student Record Book in which the student charts his own progress; and Teacher's Handbook to describe program fully.

SRA
CHICAGO 11/ILLINOIS



FREE WITH ANY 3 READING LABORATORIES

Handy PORT-A-LAB Carrying Case for convenient transport of reading labs from class to class. Sturdy vinyl-leaves construction.

SCIENCE RESEARCH ASSOCIATES, INC.
250 East Erie St., Chicago 11, Illinois Dept. CSJ-2

Please send the following SRA multilevel reading materials:

- | | |
|---------------------------------------|--|
| _____ Ila lab(s), No. 3J-1500 @ 49.50 | _____ IIIa lab(s), No. 3J-2000 @ 49.50 |
| _____ IIb lab(s), No. 3J-2600 @ 49.50 | _____ IVa lab(s), No. 3J-2200 @ 54.50 |
| _____ IIc lab(s), No. 3J-1900 @ 49.50 | _____ RFU set(s), No. 3J-2300 @ 29.50 |

Student Record Books for Reading Labs II a, b, c, & III a: @ 39¢ each for 1-99 extra copies; 100-499 copies, 37¢ each; 500-999, 35¢ each; 1000 or more, 33¢ each.

Student Record Books for Reading Lab IVa: @ 45¢ each for 1-99 extra copies; 100-499 copies, 43¢ each; 500-999, 41¢ each; 1000 or more, 39¢ each.

Student Record Books for Reading for Understanding: @ 25¢ each for 1-99 extra copies; 100-499 copies, 22¢ each; 500 or more copies, 19¢ each.

- | | |
|---|--|
| _____ copies for Lab Ila, No. 3J-1510 | _____ copies for Lab IIIa, No. 3J-2010 |
| _____ copies for Lab IIb, No. 3J-2610 | _____ copies for Lab IVa, No. 3J-2210 |
| _____ copies for Lab IIc, No. 3J-1910 | _____ copies for RFU, No. 3J-2310 |
| _____ PORT-A-LAB(S) No. 3J-2008. \$5.95 each, purchased separately. | |

SCHOOL _____
NAME _____ TITLE _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____

SAVE OLD LIGHT BULBS

Perhaps? Never can tell when they'll come in handy, waking up the snorer in Reference. Mostly, however, we throw them away (too).

Your periodicals become so many old light bulbs when your Library lacks the reference key to 230 Catholic titles, **CATHOLIC PERIODICAL INDEX**. Complete indexing in handy cumulations back to (including) 1930 available at surprising low cost. What not write CPI for a free sample and no-obligation details?

Write to:

**Business Manager, CPI
Room 302 Mullen Library
Catholic University of
America
Washington 17, D. C.**

NEW BOOKS

(Continued from page 16)

have appeared since the original book was published. In addition there is an extensive bibliography of films.

Personality Development and Adjustment in Adolescence is based upon empirical research and sound scientific principles. It is thoroughly documented by reference to outstanding publications.

The School Examined: Its Aim and Content

By Vincent E. Smith. Cloth, 316 pp., \$5.75. The Bruce Publishing Co., Milwaukee 1, Wis., 1960.

We have here an extremely scholarly discussion of the aim and content of education by the director of the philosophy of science institute of St. John's University, Jamaica, New York, a leading Thomist philosopher. Chapter headings are: On Teaching, Human Discourse, The Basic Disciplines, The Art of Logical Expression, The Mathematical Arts, The Natural Sciences, Social Sciences, Metaphysics: the Climax of Natural Liberal Education, Sacred Doctrine or Christian Education.

With due recognition of the value of secondary subjects, the author argues that the role of the school is chiefly concerned with furthering intellectual growth.

The Dawn of the Middle Ages

By Jean-Remy Palanque. Cloth, 126 pp., \$2.95. Hawthorn Books, New York, N. Y.

This book traces the history of religion and politics in Europe, from the testing of Constantine to the revival of learning, religion, and government during the Carolingian century.

Schools of Tomorrow — Today

By Arthur D. Morse. Paper, 191 pp., \$1.50. Doubleday & Co., Inc., New York 22, N. Y.

This book reviews a series of educational experiments now under way, including team teaching in action, primary classes, talent search, television pioneering, etc.

Catholics in Conversation

By Donald McDonald. Cloth, 288 pp. J. B. Lippincott Co., Philadelphia, Pa.

This book contains in interview form the views of 17 leading American Catholics and provides a perspective of Catholic opinion on religion, culture, literature, and education. If the reader may feel that the book is in some ways fragmentary, he may also realize that many points of view and many shrewd observations could not be incorporated in a more formal type of work. It should especially interest teachers of literature and the social sciences.

Patrick Henry, Voice of Liberty

By William Percival Jones. Cloth, 191 pp., \$1.68. Houghton Mifflin Co., Boston, Mass.

This fine biography of Patrick Henry makes clear many of the ideas of life and government which were alive in the American Colonies and which led to the Revolutionary War and to the basic thinking underlying the American Constitution. In thought and language, as well as in illustrations, the book is well adapted to children in the junior high school grades.

(Continued on page 136)

"Junior Catholic Messenger can't be beat! So informative as well as spiritual. God bless your work."

Sister Catharine Martin, O.P.
Fifth Grade Teacher,
St. John School
Cambridge, Massachusetts

"I would like to congratulate you for the wonderful work you are doing. The children 'love' Junior Catholic Messenger."

Sister M. Corona, C.S.A.
Fifth Grade Teacher,
Queen of Angels
Harlem, New York


Junior Catholic Messenger is published weekly for grades 4-6. The other school editions are Young Catholic Messenger for grades 6-9, and three separate editions of Our Little Messenger for grades 1, 2, and 3. Write for information and samples.

GEO. A. PFLAUM, Publisher, Inc.
38 West Fifth Street, Dayton 2, Ohio

1487



100



a relatively untrained, largely im-
provised (except for basic chord progre-
ssions, which, although based upon popular forms,
were placed with little or no dependence upon
theory). An early jazz band might
consist of cornet or trumpet, trombone, clarinet,
piano, bass, drums, and vocal soloists (if
a singer band), and drums, would select a
particular number to move in order to accom-
pany a pair of dancers, and then proceed to
dance a foxtrot, while the remainder of the
band. The development was of an early jazz

[illegible]

Dancing and Song-making.—The first was recorded in the Viceroyalty of Peru. It was I observed the first time when I was in War I, however, did the jazz tradition, even as an endogenous phenomenon, in the United States, the writing, although it did predominate, during the periods of popular fa  ade, such Afro-American dances as the domino and Charleston, in Latin America, in dances as the tango, mambo, canga, samba, and merengue.

Dancing and Song-making.—The first was recorded in the Viceroyalty of Peru. It was I observed the first time when I was in War I, however, did the jazz tradition, even as an endogenous phenomenon, in the United States, the writing, although it did predominate, during the periods of popular fa  ade, such Afro-American dances as the domino and Charleston, in Latin America, in dances as the tango, mambo, canga, samba, and merengue.

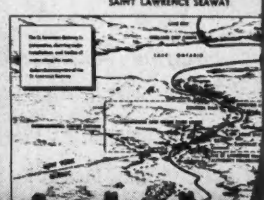
EDUCATION



100



Available only under strict conditions.

SANIT. LAURENCE SEAMAN

in: the complete rewriting, revising and resetting of over 20,000 pages; all new bleed maps of striking design and considerably larger scale; more than 6,500 new pictures making a total of 15,000 illustrations; 14% larger type for every one of its 59,000 articles; heavier, whiter paper throughout all of its 30 volumes.

HEALTH EDUCATION

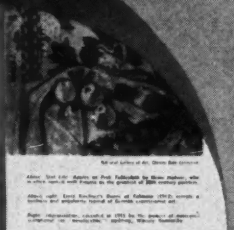
Health education is the study of health, disease, and the factors which influence health. It is a branch of public health which seeks to educate the public in the principles of health and to help them to adopt healthy habits. Health education is a social science which seeks to improve the health of the community by teaching the principles of health and by helping people to adopt healthy habits.

The World Health Organization (WHO) has defined health education as "the process of enabling people to take control of their own health and to improve their health by adopting healthy habits." This definition emphasizes the importance of individual responsibility in health education.

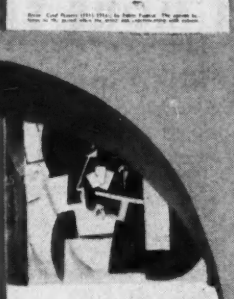
Health education is a multidisciplinary field that draws on knowledge from various disciplines, including medicine, psychology, sociology, and communication. It is a dynamic field that evolves as new research and technologies emerge.

Health education is essential for the prevention and control of many diseases and health problems. It helps people to understand the causes of disease and to take steps to prevent disease before it starts. Health education also helps people to recognize the signs and symptoms of disease and to seek medical attention when needed.

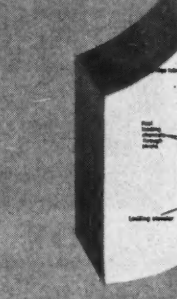
Health education is a key component of public health practice. It is a powerful tool for improving the health of the community and for reducing the burden of disease. Health education is a lifelong process that requires ongoing commitment and effort.



Modern Art



ATOMIC ENERGY



Atomic energy is the energy released by the fission of atomic nuclei. It is a powerful source of energy that can be used for a variety of purposes, including electricity generation, space exploration, and medical treatments. Atomic energy is a complex technology that requires a deep understanding of nuclear physics and engineering.

The process of nuclear fission involves splitting a heavy atomic nucleus into two lighter nuclei, releasing a large amount of energy in the process. This energy can be harnessed to produce electricity or to power a spacecraft. Atomic energy is a key component of modern energy production and has the potential to play a major role in the future of energy.

Health education is a dynamic field that evolves as new research and technologies emerge. It is a multidisciplinary field that draws on knowledge from various disciplines, including medicine, psychology, sociology, and communication. Health education is essential for the prevention and control of many diseases and health problems. It helps people to understand the causes of disease and to take steps to prevent disease before it starts.

Health education is a key component of public health practice. It is a powerful tool for improving the health of the community and for reducing the burden of disease. Health education is a lifelong process that requires ongoing commitment and effort.

Aviation medicine is the study of the health and safety of people who fly. It is a branch of medicine that deals with the unique challenges of flying, such as altitude sickness, hypoxia, and decompression sickness. Aviation medicine is a specialized field that requires a deep understanding of human physiology and the effects of flight on the body.

Aviation medicine is essential for the safe operation of aircraft. It helps pilots and passengers to understand the risks of flying and to take steps to prevent accidents. Aviation medicine also helps to develop new technologies and procedures to improve the safety of flight.

Biotechnology is the use of living organisms to produce products or services. It is a branch of science that combines biology with technology. Biotechnology has a wide range of applications, including the production of pharmaceuticals, food, and biofuels. Biotechnology is a rapidly growing field that has the potential to revolutionize many aspects of our lives.

Biotechnology is a key component of modern industry and has the potential to play a major role in the future of science and technology. It is a dynamic field that evolves as new research and technologies emerge. Biotechnology is a multidisciplinary field that draws on knowledge from various disciplines, including biology, chemistry, and engineering.

Health education is a dynamic field that evolves as new research and technologies emerge. It is a multidisciplinary field that draws on knowledge from various disciplines, including medicine, psychology, sociology, and communication. Health education is essential for the prevention and control of many diseases and health problems. It helps people to understand the causes of disease and to take steps to prevent disease before it starts.

Health education is a key component of public health practice. It is a powerful tool for improving the health of the community and for reducing the burden of disease. Health education is a lifelong process that requires ongoing commitment and effort.

Health education is a dynamic field that evolves as new research and technologies emerge. It is a multidisciplinary field that draws on knowledge from various disciplines, including medicine, psychology, sociology, and communication. Health education is essential for the prevention and control of many diseases and health problems. It helps people to understand the causes of disease and to take steps to prevent disease before it starts.

Health education is a key component of public health practice. It is a powerful tool for improving the health of the community and for reducing the burden of disease. Health education is a lifelong process that requires ongoing commitment and effort.



AMERICAN ENCYCLOPEDIA, INTERNATIONAL IN SCOPE

There never has been an AMERICANA—or indeed any encyclopedia—to equal this 1961 edition. It marks a most impressive advance for the encyclopedia that has won the unique distinction of speaking with equal authority and equal clarity to the junior high school student and the most advanced scholar.

The Encyclopedia
AMERICANA
 THE AMERICANA CORPORATION
 A DIVISION OF GROlier INCORPORATED 575 LEXINGTON AVENUE, NEW YORK 22, N. Y.

Have you read...

THE LIFE OF BENEDICT XV

By the Rev. Watler H. Peters

"... a welcome appraisal of a pope too long ignored and forgotten. Its reading will be enriching and edifying." — *The Critic*
\$4.50

PADRE PIO

By Nesta de Robeck

"A worthwhile and edifying book with a message from Padre Pio no Catholic can read casually." — *Ave Maria* \$2.95

SAINT PHILOMENA

By Sister Marie Helene Mohr, S.C.

This account of one of the Church's wonderworkers "is lively and should be of interest not only to Catholics, but to all." — *Commonweal* \$2.50

MEN IN SANDALS

By Richard Madden, O.C.D.

A longtime bestseller "... refreshing ... at times hilarious account of what goes into the making of a monk." — *Emmanuel* \$2.50

THE TWO-EDGED SWORD

By John L. McKenzie, S.J.

"... nothing in English or in any language ... comparable to it ... the best study of the Old Testament that exists." — *American Ecclesiastical Review* \$4.50

MY SUNDAY READING

By Kevin O'Sullivan, O.F.M.

This explanation of the Sunday Epistles and Gospels is "easy to understand ... a worthy addition to any library." — *American Ecclesiastical Review* \$5.00

A CHRISTIAN PHILOSOPHY OF LIFE

By Bernard Wuellner, S.J.

Synthesis of philosophical and theological truth. "... a comprehensive understanding of the origin, meaning and purpose of life ..." — *Sponsa Regis* \$4.25

OUTLINES OF MORAL THEOLOGY

By the Very Rev. Francis J. Connell, C.S.S.R.

Fills a long-felt need. "... an excellent summary of moral theology written particularly for the layman ..." — *Pastoral Life* \$3.75



FOR A MORE SPIRITUAL LENT

LENTEN MEDITATIONS

By the Rev. David L. Greenstock

Meditations for every day of Lent which focus mainly on passages of the Liturgy and cover the entire spiritual spectrum. \$2.50

THE SACRAMENT OF FREEDOM

By John B. Sheerin, C.S.P.

Precise, much-needed information for penitents on every aspect of Confession. Makes Penance a source of freedom for mind and heart. \$3.50

GRACES OF THE RISEN CHRIST

By Bernard Wuellner, S.J.

To show how every Christian individually benefits from the graces of the Resurrection is the purpose and accomplishment of this book. \$3.75

SPIRITUAL HIGHLIGHTS FOR SISTERS

By Bruno Hagspiel, S.V.D.

Father Hagspiel's thorough understanding of the religious' problems is evident as he discusses renunciation, virginity, humility, etc. \$3.95

THE SPIRITUAL REALISM OF ST. THERÈSE OF LISIEUX

By Victor de la Vierge, O.C.D.

Translated by the Discalced Carmelite Nuns, Pewaukee, Wisconsin

Presents a new, complete image of the Little Flower as a saint of strength, and a spiritual way which demands courage. \$3.50

THE ONLY LIFE

By the Rev. Albert J. Shamon

An engaging introduction to the spiritual life—free from technical language, discusses all aspects of spiritual living. \$3.25

A NUN WITH A GUN

By Eddie Doherty

In the Doherty manner, the amazing story of Sister Stanislaus Malone, hospital administrator and a "favorite son" of the South. \$3.50

THE NEW TESTAMENT

Translated by James A. Kleist, S.J., and Joseph L. Lilly, C.M.

Faithful to the original Greek and to the nuances of American idiom, this translation has been hailed by the critics. \$5.50

A Life of Christ for Everyone

THE LIFE OF CHRIST

By Abbot Giuseppe Ricciotti

Translated by Alba I. Zizamia

"... a life of Christ that is solidly scientific, scrupulously critical, that explains and does not explain away the story of Jesus." — *The Sign* \$7.50

Popular Edition, \$4.50

JESUS CHRIST: HIS LIFE, HIS TEACHING, AND HIS WORK

By Ferdinand Prat, S.J.

This thoroughly documented, two-volume work has been hailed as "an extraordinary feat ... a masterpiece ..." — *Msgr. John S. Kennedy* Two volumes, boxed, \$12.00

FATHER MADDEN'S LIFE OF CHRIST

By Richard Madden, O.C.D.

A straight-from-the-shoulder life of Christ in the language of young people, proving that Christ is as real and up-to-date as tomorrow. \$2.95

THE GOD-MAN JESUS

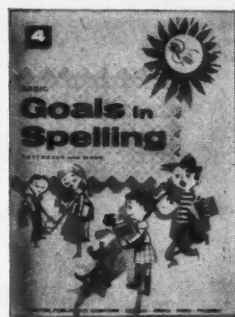
By Frank Dell'Isola

Selected passages from the Kleist-Lilly New Testament arranged to provide a year-by-year record of the life of Christ. \$3.75

At your bookstore or direct from

THE BRUCE PUBLISHING COMPANY
602 Bruce Building Milwaukee 1, Wisconsin

I expected it from Webster. . . .



"The first spelling program that teaches spelling through phonetic and structural groupings IN EVERY GRADE"

BASIC **Goals in Spelling**

GRADES **2** THRU **8**

COMPLETE
CATHOLIC EDITION

Write for descriptive folder

The only sound and logical way to teach children to spell. BASIC GOALS IN SPELLING includes phonetic and structural groupings in *every* grade . . . in every unit! Now, you can give children real spelling POWER.

Children are taught the proper method of attacking new words. They study the word . . . pronounce it . . . think how it should be spelled (using sound and structure) . . . write the word and say it again. Then the word is constantly reviewed.

The result: real spelling ability that cannot be achieved with random list memorization of words.

Plus . . . added benefits through illustrations that teach, handwriting hints, dictionary helps, and the new and interesting panels featuring word origins and subject words . . . *all* tied in with the phonetic and structural groupings!

. . . makes spelling fun!
. . . makes spelling skills last a lifetime!

BASIC GOALS IN SPELLING Grades 1-8—Text-workbooks

Also Available

BASIC SPELLING GOALS Grades 2-8—Clothbound Texts

Written by: William Kottmeyer and Kay Ware
(Standard Edition)



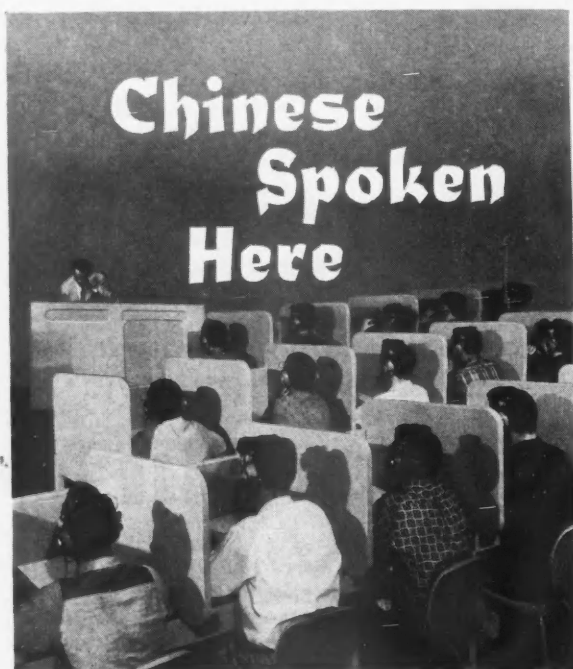
WEBSTER PUBLISHING



COMPANY

1154 Reco Avenue

St. Louis 26, Missouri



Chinese Spoken Here

Today's young Americans are learning to talk and think in "native" Chinese (or ANY foreign language) with a speed and ease inconceivable just a few years ago — thanks to the advance of modern electronic Language Laboratory techniques.

Language Labs—a vital educational tool

Chinese, French, Arabic, English! Whatever the linguistic challenge, educational leaders know they can depend upon Rheem Califone to help them break the "language barrier." SEND NOW for this FREE fact-filled booklet. It contains complete information embracing Language Lab design, planning and installation — for functional new Learning Centers, or for updating present facilities.



When you think of Language Laboratories... think of



Foremost Manufacturers of Selective Audio-Visual Products for Education
.....
RHEEM CALIFONE Corp. Dept. CSJ-2 • 1020 N. La Brea Ave., Hollywood 38, Calif.
Please send me your new LANGUAGE LABORATORY EQUIPMENT CATALOG.

Name _____ Title _____
Firm _____
Address _____
City _____ Zone _____ State _____

..... Keep Pace With Rheem Califone

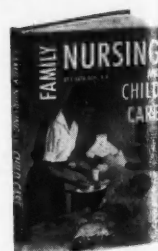
BENNETT BOOKS

Presents for Spring 1961 several of the finest high school textbooks available...

FAMILY NURSING & CHILD CARE

C. Luise Riehl, R.N.

Night Supervisor and Assistant
Administrator of Nursing,
San Jose Community Hospital,
San Jose, California



Published January, 1961

Combining keen psychological understanding of human needs with the best professional nursing procedures, Mrs. Riehl has provided the home economics instructor and nurse's aide training instructor with an invaluable teaching tool.

Foods and nutrition, their value and applications are thoroughly discussed in two sections on "Food and Health" and "Nutrition Is Up To You." Directly related to daily diets and diets for specific illnesses, the discussions build a basic knowledge of and an appreciation for careful analysis of a patient's requirements and food preparation. Directed toward home-nursing, the text beautifully builds the patient's dependence upon the nurse for inspirational as well as physical help in the home or hospital and thoroughly discusses the personality, character, religious, reliability and humor traits so necessary in home nursing.

Child care and development are thoroughly discussed. Step-by-step illustrations and procedures show how to properly feed, bathe and care for infants. Child growth and development and childhood diseases are presented. Patient care and preparation of the home for patients and the co-operation and co-ordination of both the well and the ill are carefully analyzed.

Here is an outstanding reference and textbook for every high school home economics and nurse's aide training program. **\$4.80**

BENNETT BOOKS offer a complete program in Home Economics...

YOUNG LIVING (1959)

Seventh and eighth grades

\$3.76

HOMEMAKING FOR TEEN-AGERS, BOOK 1

(1960 Revision) Early high school level

\$4.60

HOMEMAKING FOR TEEN-AGERS, BOOK 2

Senior High level

\$5.24

MEALTIME (1960)

Senior High and Advanced foods students

\$4.96

DRESS (1960 Revision)

High School Clothing students

\$4.96

Write today for your copy of Family Nursing & Child Care. Request your Free Copies of our Catalogs of Textbooks for Home Economics, Industrial Education and Art.

BENNETT BOOKS

CHAS. A. BENNETT CO., INC.

551 DUROC BUILDING
PEORIA, ILLINOIS

"Educational Publishers Since 1899"

5561

THE 1961 WORLD BOOK ENCYCLOPEDIA

First in Sales...Quality...Leadership



Now first with a totally new article on the
President of the United States—including the newest!

Each advancing year is an *advancement* year for World Book Encyclopedia. Editorial vitality and vigorous editorial techniques keep World Book thoroughly accurate and freshly up to date.

One dramatic example from the 1961 World Book Encyclopedia is the new President article which includes our new President-elect, John F. Kennedy! Like all important events, it was rushed into print to reward readers

of World Book with complete information, interestingly written, and superbly illustrated.

This new reprint, prepared directly from the 1961 World Book Encyclopedia, is now available and is yours free of charge or obligation. To secure your copy, simply fill out the convenient coupon below.

Continuing growth

1957 1961

VOLUMES	19	20	VOLUMES
PAGES	Over 10,500	Over 11,700	PAGES
ILLUSTRATIONS	Over 20,000	Over 22,400	ILLUSTRATIONS
COLOR ILLUSTRATIONS	Over 3,000	Over 5,900	COLOR ILLUSTRATIONS
MAPS	Over 1,350	Over 1,725	MAPS
CONTRIBUTORS	Over 1,600	Over 2,500	CONTRIBUTORS

World Book Encyclopedia
Box 3565, Dept. 77-B
Merchandise Mart Plaza, Chicago 54, Illinois

Gentlemen: Please see that I get my reprint of your new articles on President of the United States and the biography of John F. Kennedy from the 1961 World Book.

Name _____

Street No. _____

City _____ Zone _____ State _____

Name of School _____

available now for use in your classroom...



PSSC PHYSICS PROGRAM

PHYSICS developed by the Physical Science Study Committee of Educational Services Incorporated

Here is the revolutionary new high school physics program you have been waiting for! This all-new text concentrates on the fundamentals of physics. Extensive experience with the preliminary editions indicates that this program is equally well suited for all physics students — those seeking a general education as well as those choosing physics as a profession. The text, laboratory guide and apparatus, and the carefully devised Teacher's Manual make this the most valuable physics program ever offered — 20th Century science teaching at its best!

D. C. HEATH AND COMPANY

FOUR UP-TO-DATE GEOGRAPHY AIDS FROM WARP



These REVIEW-WORKBOOKS present Geography, not as a static subject, but as a study of the world in the making. Warp's proven Five-Point Method pinpoints basic facts and geographical concepts — makes Geography a "fun subject" for the class and a rewarding experience for you.

Order as many REVIEW-WORKBOOKS as you need (you'll want to use the whole series), try them for ten days at no cost — and see how well they integrate with your lesson plans. Increasing popularity of these books keeps the price as low as 50¢ a copy in quantities of 100 or more. Write direct to:

WARP PUBLISHING COMPANY

Department 11 Minden, Nebraska
(Catalog of Review-Workbooks on all Grammar School subjects sent FREE on request.)

Catholic Youth

- * The magazine for boys and girls.
- * For grades five through eight.
- * An Advisory Staff of teachers.
- * 36 colorful pages.
- * Educating entertainment.
- * Entertaining education.
- * Ideal for supplementary classroom use.

Single subscription — \$2.00.
Special bulk rates for schools.

Write today for free sample copy and price list.

CATHOLIC YOUTH

Salvatorian Center
St. Nazianz, Wis.

A teacher aid

the pupils love.



Your shelves are their expanding intellectual world . . .

Books are, in great part, their teachers outside the classroom. Books expand their horizons.

Can you meet their needs for good supplementary reading in vocational guidance? Science? Social studies?

Four important new catalogs from Julian Messner will help you in your continuing task of providing what is timely, what is needed, and what is important to young people.

THE JULIAN MESSNER SCIENCE BOOKS catalog.

Books useful in several subject areas have been included in all appropriate classifications as a helpful guide to selection for purchase under the National Defense Educational Act.

VOCATIONAL GUIDANCE CIRCULARS

CAREER ROMANCES FOR YOUNG MODERNS, fiction

HARRY EDWARD NEAL, non-fiction career books

Both of these are invaluable aids to young people who need specific information, insight and direction about careers.

THE JULIAN MESSNER BIOGRAPHY CATALOG

Sixty percent of the titles are the *only*

biographies on the subject. And that's just one of the reasons why this popular series with over 200 titles is so highly recommended by public libraries, boards of education and reading circles.

For your copies of these free catalogs, please mail the coupon below to **JULIAN MESSNER, INC.,** Dept. M15, 8 West 40th St., New York 18, N. Y.

JULIAN MESSNER, INC., Dept. M15,
8 West 40th Street, New York 18, N. Y.
Please send me the following:

- ☐ THE JULIAN MESSNER SCIENCE CATALOG
- ☐ CAREER ROMANCES FOR YOUNG MODERNS CIRCULAR
- ☐ HARRY EDWARD NEAL CIRCULAR
- ☐ THE JULIAN MESSNER BIOGRAPHY CATALOG

Name

School

Address

City.....Zone....State.....

"SERVING PAROCHIAL SCHOOLS THROUGHOUT THE U.S.A. FOR OVER 25 YEARS"

WRITE TODAY!
For Our New Free 1961
Illustrated Catalogue,
Complete Information
and Prices.

GIRLS' STUDENT Uniforms

For many long years GRAUBARD'S has been a byword in the School Uniform Field. Our name has become synonymous with reliability, integrity and unexcelled service. Choose from a complete selection of distinctive Uniform Styles for every age group, from Kindergarten through High School...

Our experience as School Uniform Specialists for over 25 years assures...

SUPERIOR TAILORING
PROPER FIT
CREATIVE STYLING
MODEST PRICES
PROMPT SERVICE

ALL FABRICS NOW FINISHED WITH DURABLE G-E SILICONES. Navy Blue, Forest Green, Maroon, French Blue, Gray and other popular colors.

SCHOOL BLOUSES

The perfect mate for a fine School Uniform. Clean Crisp Uniform Blouses in the styles your Students will be proud to wear.

In fine soft, lustrous Combed Yarn Cotton Broadcloth and Crisp, Non-Transparent, easy to launder DuPont Dacron and now Wash and Wear Miracle Blouses!



BLOUSES ARE FULL LENGTH
AND CAN BE USED WITH
EITHER JUMPERS OR SKIRTS

Blouses in Stock in White.
Other Colors on Request.



GRAUBARD'S

236 HIGH STREET
NEWARK 2, NEW JERSEY



The Catholic School Journal

VOL. 61, NO. 2 FEBRUARY, 1961

Dr. William H. Conley *New Editor of CSJ*

■ THE BRUCE PUBLISHING COMPANY announces with pleasure and pride the appointment of Dr. William H. Conley as new editor of the CATHOLIC SCHOOL JOURNAL. An eminent educator and prominent Catholic layman, Dr. Conley succeeds the late Dr. Edward A. Fitzpatrick who edited the magazine from 1929 until his death last September.

Dr. Conley brings to this editorship a distinguished educational background, weighted by scholastic degrees, with personal teaching experience at all levels of education, and a notable record of service to various educational associations and commissions. His career experience ranges from high school teacher to dean of the College of Commerce at Chicago's Loyola University and vice-president of Seton Hall University, South Orange, N. J. Since 1953, he has acted as educational assistant to the president of Marquette University, an advisory position which entails top-level planning for one of the nation's largest Catholic universities.

Born in Sharon, Wis., in 1907, William H. Conley is married and the father of four children, two boys and two girls ranging from college to grade school in age. He received his bachelor of science degree in commerce and a master of arts degree from Loyola University in Chicago. He also holds a master's degree in business administration and a doctor of philosophy degree from Northwestern University. In 1953 Seton Hall University bestowed on him a doctor of laws degree.

His teaching career began at St. Scholastica High School, Chicago, in 1930. His rise in Chicago educational circles was rapid. Two years later he was named assistant dean of Loyola School of Commerce, and he then went on to serve nine years with the Chicago public school system as dean of Wright Junior College. In 1946 he became dean of the Loyola University College of Commerce. Later he was to spend a year with the U. S. Office of Education as a specialist in higher education; to become chairman and dean of the department of education at Loyola University; and to serve as vice-president of Seton Hall University from 1951-53.

The years of World War II brought him a variety of experience as a regional director of the Office of Price Administration, consumer division; director of publications for the

U. S. Naval Air Technical Training Center; and as a lieutenant commander in the U. S. Navy in charge of instructor training in service schools. At various times he has taught on the summer faculty at St. Ignatius elementary school (Chicago), Northwestern University, University of Chicago, Catholic University of America, University of Florida, University of Denver, and Montgomery Junior College, Takoma Park, Md.

Dr. Conley is probably best known to CSJ readers for his prominence in the National Catholic Educational Association—he holds the distinction of being the only layman to be a member of the general executive board. This year he is president of the NCEA College and University Department. Formerly, he has been chairman of the NCEA Midwest College and University Department, and member of its problems and plans committee.

Educational commissions seem drawn to the desk of this energetic man where they are performed competently and with dispatch. In addition to the NCEA duties detailed above, his memberships for the year 1960-61 read like a roster of American education—and for almost all these associations, he serves in a top level advisory or planning capacity. He is a member of the board of trustees of the College Entrance Examination Board; advisory committee of Association of University Evening Colleges; examiner and library commissioner for the North Central Association of Colleges and Secondary Schools; American Council on Education's commission on the education of women. He also holds membership in the Catholic Commission on Intellectual and Cultural Affairs, the American Educational Research Association, American Association of School Administrators, National Education Association, and is a fellow of the American Association for the Advancement of Science. Since 1957, he has served on the executive committee and project committee of the U. S. National Commission for UNESCO.

All these varied activities give Dr. Conley a deep insight into the myriad facets of education today—its long-range goals and immediate problems—particularly education under Catholic auspices.

For samples of the editor's thinking, turn to Editorials on page 45, and to his article on "Long-Range Planning" on page 90 of the Management Section.

Catholic Book Week

February 19-25, 1961

Theme: "Unity in Faith Through Reading"

The 21st annual Catholic Book Week sponsored by the Catholic Library Association will be observed February 19-25, 1961.

Joseph Cardinal Ritter, Archbishop of St. Louis, is the honorary chairman this year.

Sister M. Consuelo, C.R.S.M., librarian at Gwynedd-Mercy Junior College, Gwynedd Valley, Pa., is the active national chairman.

The following co-sponsors are aiding the Catholic Library Association in promoting Catholic Book Week: The Catholic Press Association, the National Council of Catholic Men, the National Council of Catholic Women, and the National Office for Decent Literature.

Materials Available

The following items may be obtained from the Catholic Library Association, Villanova University, Villanova, Pa.:

Two large-size colored posters — adult poster and children's poster — each 35 cents. These posters are reproduced in miniature on this page.

Three 1961 Reading Lists — Adults, Young Adults, and Children — each list, 100 for \$1.

Bookmarks: Children's bookmark has a reproduction of the children's poster and a poem by Anne Carroll Moore; adult's bookmark has the adult poster and a quotation from Thomas à Kempis. Price of bookmarks, 250 for \$1.50.

Guidebook of Catholic Book Week Activities, compiled by Sister M. Reparatrice, S.M., each \$1.45.

The C. L. A. Dues and Publications

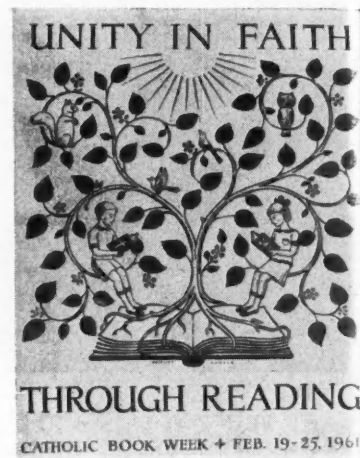
The Catholic Library Association is a service organization for Catholic libraries (college, school, parish), librarians, and others interested in libraries. Membership fees are as follows: from January, 1961, to June, 1961 — institutional \$7.50, constituent \$5, personal \$2.50; from January, 1961, to June, 1962 — institutional \$22.50, constituent \$15, personal \$7.50. Membership in the C.L.A. includes a subscription to the *Catholic Library World*.

The following publications of the C.L.A. are also available: *Basic Reference Books for Catholic High School Libraries*, \$1; *Parish Library Manual*, \$1; *Proceedings of the 36th Conference*, \$3. The present executive secretary of the Catholic Library Association is M. Richard Wilt, Villanova University, Villanova, Pa.

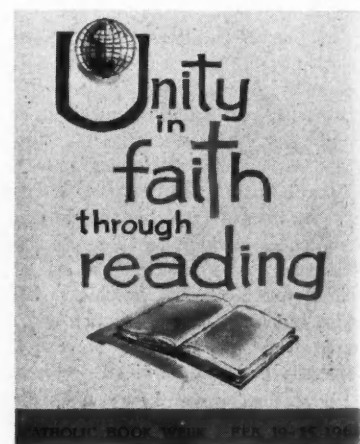
Catholic Press Month

"Alert Catholics Read the Catholic Press" is the theme of the 40th Catholic Press Month to be observed in February. The 1961 Catholic Press Month Planning Kit, \$1 each, is available from the National Office of the Catholic Press Association, 6 East 39th St., New York 16, N. Y. Each kit contains an official three-color poster, a group meeting discussion outline, folder of facts about the Catholic press, a Press Month statement by the CPA president, quotations from the popes on the Catholic press, and details on the Press Month Poster Contest.

Late in January, the Marquette University Institute of the Catholic Press held a workshop clinic which analyzed the writing quality of member school publications.



Children's poster



Poster for adults

The Elementary School Library

By James A. Fitzgerald, Ph.D.

University of Scranton, Scranton, Pa.

■ The school library may be defined as a varied collection of books, periodicals, and source materials, located in an appropriate room, administered by a qualified librarian or teacher-librarian who guides reading, supervises location of materials, and instructs children in effective study.¹

Only 35 per cent of elementary schools have a central library in the school building. About 40 to 45 per cent of the elementary schools provide books and materials in classrooms; these offer some opportunities for reading and study beyond the textbooks.² Every elementary school should have a school library, and every classroom should have a library corner or a book collection.

Purpose of School Library

The library provides opportunities for reading. It provides a "fountain" of knowledge and inspiration. It provides a storehouse of facts. It provides instruction for discovery of facts and procedures for research. In the elementary school the library fits into the programs of reading and other language arts, social studies, science, mathematics, art and music, and activities. The library technique guides reading and study, promotes thinking, and motivates writing and speaking.

The library should be the center and the heart of the school, for it develops the child's reading tastes, interests, and abilities. Properly organized, the library carries out some important objectives of reading better than any other instructional agency.

1. It enriches and expands experiences.
2. It develops motives for and interests in reading.
3. It promotes location, comprehension, evaluation, organiza-

¹See Mary V. Gaver, "The New Elementary Library Standards," *The Instructor*, 70:77, Nov., 1960.

²*Ibid.*

EDITOR'S NOTE: This discussion of the purpose, organization, and administration of the elementary school library is based upon an address by Dr. Fitzgerald, a professor of education, presented at a meeting of the Scranton diocesan unit of the Catholic Library Association. Principals and teachers will find it a rich source of information and inspiration to aid them in the development of their school library.

tion, and retention skills in study and research.

4. It guides the child to materials and information in all the subjects he is studying.

5. It fosters correct attitudes toward determining truth by reading and research.

The child who learns how to use a library—to study reference and research materials, to select and read good books for pleasure and information, and to utilize these materials for living has developed a technique which will be of increasing value as he meets the problems of vocation and leisure. The child who develops the library habit becomes self-reliant and proficient.

Because the library is so important in the development and the instruction of the young, teachers, principals, supervisors, other members of the staff, and the board of education should co-operate. In the beginning the advice of a trained librarian is needed in planning for equipment, in guiding the selection of the books, and in organizing the functioning of the program. If no librarian is available, a teacher-librarian should be selected. The board of education should appropriate money for books and equipment. The PTA and mothers' clubs have been known to do effective work in initiating and financing libraries.

Selecting and Procuring Books

In general, the library should be equipped with study materials and with recreational reading matter. The materials needed may be classified as:

1. General reference books, such as *The Bookhouse*, *Britannica Junior Encyclopedia*, *Compton's Pictured Encyclopedia*, *World Book Encyclopedia*, a general encyclopedia, an unabridged dictionary, atlases, almanacs, style books, and so on.

2. Books and materials for special reference in the various areas, such as history, literature, social studies, geography, biography, science, travel, music, art, and aviation.

3. Recreational books, drama, poetry, fiction, children's plays, fairy tales, collections, and anthologies.

4. For a Catholic school, books relating to the Catholic faith, religion books, stories of saints and martyrs.

5. Miscellaneous source materials, such as the *World Almanac*, books of quotations, standard catalogues, a periodical index, *Junior Book of Authors*, *Who's Who in America*.

6. Periodicals, magazines, and newspapers.

Those who are responsible for evaluating and selecting books will be greatly helped by publications of the American Library Association and other organizations.³ Among sources which are help-

³The American Library Association, Section for Library Work With Children. Book Evaluation Committee, *Inexpensive Books for Boys and Girls* (Chicago: American Library Association). See Snow's *Basic Book Collection for Elementary Grades* (American Library Association). See *Graded Lists of Books for Children* (American Library Association). See Miriam Braley Snow, "Building a Basic Book Collection," *Thirtieth Yearbook of the National Elementary Principal*, 1951, pp. 155-158. See Anne T. Eaton, "Book Selection for the School Library," *Forty-Second Yearbook of the National Society for the Study of Education*, Part II, 1943, pp. 165-175. See *Good Books for Children* (compiled by Mary K. Eakin), University of Chicago Press, 1959.



A Donation Book Fair at Canicus School, Mahoney City, Pa., was a grand success. Grey Nuns of the Sacred Heart are in charge of the school.

ful in book selection are: "Recent Books for Classroom and Library," published yearly in the *Catholic School Journal* and the *Children's Catalog* and the *Index to Children's Poetry* by the H. W. Wilson Company.

In selecting books for children there must be understanding of the total school program, the nature of the child, and the great differences in interests, reading ability, and preferences. All concerned in the instruction and guidance of children will want to have only books of value. Each book chosen for the library should be selected upon the basis of its own particular qualities rather than because of its presence in a recommended list. Each book chosen should be read by a member of a school staff and recommended to a selection committee. The librarian will frequently consider the advisability of ordering duplicate copies of books that have been requested by more than one teacher or that may be of high importance in various areas.

Evaluating Books

Everyone looks to the librarian for aid and advice in selecting books because generally she has the widest experience with books. However, no librarian can read all the books in a library. Accordingly, a co-operative plan may be used for appraisal both before and after the books have been procured. Each teacher may read and evaluate two or three books a month and write a brief report for each on a card. These

cards may be filed for reference and used in selecting books for different purposes in the school program. Such questions as the following have been used in evaluating books:

1. Is the book worthwhile? Does it have developmental value? What are the values of the book?
2. Is the book appropriate in plot and content?
3. Does the book have literary quality? Is it suitable in style?
4. At what level would the book be most appropriate?
5. What appeal has the book? Will it be liked better by boys or by girls?
6. In what area—literature, science, art, biography, etc.—is the book valuable?
7. Is the book hygienic? Is the physical make-up durable?
8. Is the book attractive? Are the illustrations good?
9. Is the book readable? Are the print and mechanics satisfactory?

Operating the Library

A trained librarian understands the organizational requirements in setting up a library. A teacher who has been appointed librarian may be helped by considering the following activities:

1. The classification of books should be made in accord with a system such as that of the Library of Congress.
2. Books may be prepared for borrowing by the teacher-librarian with the assistance of advanced students.

3. An adequate simple record of purchases and holdings should be kept with care.

4. A card catalogue which includes author, title, and subject may be prepared.

5. Dictionary stands and magazine racks may be procured or built, sometimes by the boys in the shop. These and reading tables should be located conveniently for effective reading.

6. Student librarians may be trained to check books in and out, assess and collect fines, and keep records.

7. Student assistants may be encouraged to inspect a public library to note procedures.

8. Instruction in the use of books and other materials may be given appropriately to groups of children.

9. Lectures may be given by the librarian, the staff, and visiting speakers.

10. Reading lists may be supplied for units in the various classes.

11. Library week may be observed with activities designed to develop interest and use of books."⁴

In many schools, the teacher-librarian who is put in charge will require assistance. In some schools, teachers have organized a *Co-operative Integrating School Activity* in which an advanced class—a sixth grade, sometimes—operates the library for the whole elementary school. Pupil librarians are ap-

⁴James A. Fitzgerald and Patricia G. Fitzgerald, *Methods and Curricula in Elementary Education* (Milwaukee: The Bruce Publishing Company, 1955), pp. 267-268.

pointed for a specific period of time—a week or a month. They work according to plan and keep the library open at certain hours each day for lending and reclaiming books.

Committees may be organized for various purposes: (1) improvement of the library, (2) the library fund, (3) book week, (4) exhibiting new books, (5) interesting pupils in reading, (6) promoting library clubs, (7) preparing study outlines, and (8) maintenance.

Literary or study clubs may be organized in a co-operative integrating activity. Discussion and debating, dramatization and reading, storytelling and reciting may be carried on to meet the needs and interests of those who join the clubs and make up the committees of workers. Children who engage in an integrating activity such as running a library give service to others in the school and receive rich benefits themselves.⁵

Situations for Using the Library

The child should be guided to appreciate the values of the library in his reading and study. Situations to insure insight may be recognized by a brief listing of some purposes which pupils have.

1. To find answers to questions.
2. To obtain information about a topic.
3. To develop a solution to a problem.
4. To satisfy a desire to learn about an event.
5. To learn how to plan and carry out a project.
6. To determine how to make a design or a product.
7. To find an appropriate poem or story for a program or an assembly.
8. To read and to appreciate poems of various poets such as Milne and Stevenson.
9. To determine correct etiquette for a social occasion.
10. To determine the proper procedures for interviewing people.
11. To study the best forms for addressing people in written correspondence.
12. To determine how to write possessive forms of proper names of persons—Williams, Burns, John, Moses.
13. To learn how people live under Communism.

14. To study the basic assumptions of molecular attraction.

15. To learn of the relationships among the pioneers and the American Indians.

16. To read about the Revolutionary and Civil Wars.

17. To survey the new books in the library.

18. To make a bibliography for a unit.

19. To consult the librarian on the most appropriate books for a poetry project for a fifth-grade assembly.

20. To determine current materials for a social study unit on transportation.

21. To browse through books.

The Library Period

In developmental reading, in science instruction, in literature projects, or in remedial work, the library period is highly valuable. Arrangements may be made with the librarian to instruct a class or a group in library techniques. The library period generally is one of the most pleasurable of all school periods because the librarian usually meets children for a dynamic purpose in pleasant surroundings, and on an occasion in which the child senses the beauty of reading and the power of study. The purpose of the library period may range from group instruction to develop study techniques to individual reading for sheer pleasure. It may range from group instruction to individualized guidance.

Examples of Library Activities

In our age, when wide information and right understanding are required in almost every field of endeavor, it is obvious that teachers must guide youngsters to use many sources rather than to depend upon one basic text in the study of any subject. Subjects should be interrelated, and instruction must be integrated. A learner uses various skills to glean facts from sources in broad areas in solving a problem. While there are many types of study that may be carried on profitably in a library, only two illustrations will be presented.

1. *Free reading.* In a free reading period at any level a teacher or a librarian may direct individuals or groups to read with interest and pleasure. Let us assume that a fifth-grade teacher has a class of 30 children who are reading from fourth-grade to eighth-grade levels on *Gates Silent Reading Test*. In preparation for the library

period, the teacher reviews the cumulative record folder of each child. She notes the mental ability, the reading level, the most absorbing interests of each, the attitudes of each, the weaknesses and strengths of each. She notes the kind of books and the number of books that each child has read. She notes also the recorded reactions of each individual to reading that he has done. She makes note of the type of book most suitable for each child.

During the period, children are directed to browse. Each child is helped to find a book which he may like on his reading level. At the first meeting of the class in the library, some time is required for this; but with proper planning, this phase of the lesson can be expedited amazingly. Soon the children are reading stories or materials in which they are interested. It is quite possible that one child may have selected a book too difficult for him. This will, of course, be corrected. Another child may not like the story he chose, and he too can be expeditiously guided to one more suitable.

Five minutes before the period is over, the members of the class may be assembled for discussion. Each individual may comment briefly about the book which he is reading. A brief comment by one child may motivate another to want to read one or more of the books mentioned.

The children, upon return to their classroom, may discuss their reading. The teacher may make notes of the achievement of each for the purpose of guiding the child at the next free reading period.

It is the experience of teachers and supervisors that pupils who go back for successive free reading periods desire to complete books they began, and when they have finished reading them select others and read avidly. Children like to choose books from the library and they will read what they like to read. For this reason, books of high quality and interest should be selected for libraries.

Co-operation with the public libraries is always possible. One teacher had motivated her sixth-grade pupils to obtain books from the public library. In a class discussion, each of several children told about a book he had read. One report is most memorable: Homer, a highly intelligent boy, told about *Michael Strogoff*. He wanted others to know how wonderful the story was. As he talked he became very excited about the story and began to find his

⁵*Ibid.*, pp. 271-272.

words inadequate for his purpose. In some confusion but with great effectiveness he opened the book and read two or three brief paragraphs in a stirring manner which evidently thrilled his listeners. Two hours later the writer stepped into the public library on his way from school and asked that the book be reserved for him. The librarian smiled and asked, "What happened in school today? Twenty-two children have asked to withdraw *Michael Strogoff* in the past two hours."

2. *Obtaining materials for a unit on "The City."* Fourth-grade children had

been studying about their city. They had decided upon their objectives in the unit, and wanted to know more about cities. After discussing their problems they went to the library to investigate several topics. Following suggestions of the teacher they appointed committees to study these: (1) how cities get food, (2) how cities obtain water, (3) houses and apartments, (4) streets and transportation, (5) keeping cities clean, (6) police protection, (7) fire protection, (8) business places, (9) factories, (10) museums and parks.

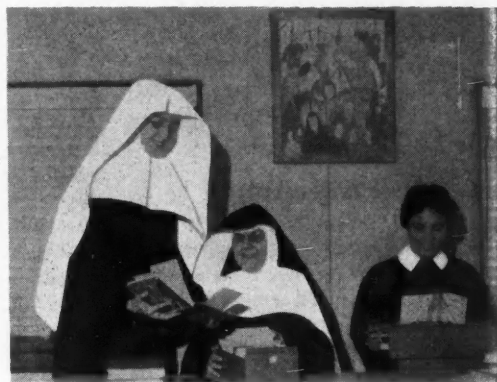
Under the guidance of the librarian, they used the card catalogue and reference books to find materials. Notes were made upon various periodical articles and books were withdrawn from the library to be used during the following weeks on this unit. Not only had the pupils discovered information and withdrawn selected books; they obtained valid knowledge through location, appraisal, and evaluative techniques. Each committee became more ready and able to organize materials in preparing its report for the assembly program of the whole class.

Special training is needed for

The Librarian's Role

By Sister M. Celia, S.S.N.D.

Notre Dame College, St. Louis 23, Mo.



Librarians study book cataloging

■ Many of our school libraries are either inadequate or inadequately stressed. Teachers of today must know the "great books" of the age level and the subject field they teach. The elementary and high schools must do spade work if the colleges are to produce Catholic intellectuals. The neglected helpmate of the teacher in this apostolate is the school library. The schools cannot raise the American standards in taste and discrimination in reading unless teachers are book lovers.

Begin Early

The place to instill the reading habit is grade five or grade six, for the teaching of reading skills is futile and the habit of reading may be downright harmful and sinful if taste and discrimination are not inculcated. Father Bouwhuis, S.J., said something important about this in his introductory front-page "letter" of the eighth edition of his booklist:

"When the children have a high collection of fine books, well written,

with something significant to say, witty and wise, usually most of them will read, many of them avidly. The better the mind is fed with ideas, the hungrier it grows. The thrill of intellectual adventure enters into life. To develop in children this joy in words, in ideas, and a mastery of expression, is the ambition of the parent, the teacher, and the librarian.

"... Even in the best of circumstances, not all children will grow to be scholars, but many more could be."¹

Library Administration Essential

The library as the heart of the school has been an ironical slogan, a very distasteful one to the dedicated librarian who knows that his wares are merely sampled. Often administrators let the library follow along in their schools like the postscript of a letter: necessary, more or less, but not part of it. Often the library is on the periphery of learning, not in the educational foreground.

¹*Books for the Elementary School Library*: list prepared for The Western New York Catholic Librarians' Conference, March 31, 1959. Eighth edition. Edited by Rev. Andrew L. Bouwhuis, S.J., St. Peter's College, Jersey City 6, N. J.

State supervision of school libraries dates back to 1891 when Wisconsin appointed a clerk to establish and control school libraries.² By 1904 New York State Regents had a school library supervisor. Skipping through the records, one finds that thirteen states, including Illinois and Missouri, had state library supervisors by 1943. By 1955 there were 257 school library supervisors in the United States. They held their first conference in 1952 at the U. S. Office of Education, although they had met before under the auspices of the American Library Association.

The 1933 *Yearbook* of the National Education Association, Department of Elementary School Principals,³ was devoted to the elementary school library. In 1941, principles for school libraries appeared as the joint work of the American Library Association and the

²Institute on School Library Supervision, University of Illinois, 1954. *The School Library Supervisor*, ed. by Harold Lancour. Chicago, American Library Association, 1956.

³National Education Association, Department of Elementary School Principals. *Yearbook*, 1933.

National Education Association.⁴ Thus was born a new profession. It is coming of age today.

The supervisory service of the state or city is good educational practice because it means a unified program, good technical library work (such as classifying and cataloging books in a central office), money saving, and less energy to be expended by individual schools.

Father Kane, S.J.,⁵ maintains that the excellence of the librarian in the Catholic schools is dependent upon the

and money. Direction and supervision were desirable and centralized services were wanted. Some religious communities supervise the library services and growth in their own schools.

The library supervisor must understand the objectives of the schools; he must have both teacher education and experience, and library training, and a background that shows competence in administration and human relations.

The library supervisor works with, or inaugurates, *reading programs* in the

to teach and direct effectively, and the technical knowledge required of all librarians to tell whether or not work is being done well.

Such technical knowledge involves book selection and buying; classification and cataloging; deciding upon loan procedures, reserve shelves, closed shelves for rare and for questionable books; reference work; teaching the use of the library; supervising reading and conference rooms, aides, student help, custodial help. He has *duties* toward the administration and *responsibility* to every department and final *jurisdiction* in his own domain.

Reading guidance is a professional task of the school librarian. Every book, pamphlet, and magazine must justify its place in the library. Therefore the fiction must be worthwhile, though the collections found in high schools are often immature and insignificant. The large number of nonreaders is disturbing; so the intelligent librarian should work wisely and well with English teachers to raise levels of reading. To be satisfied that students are "at least reading" is not defensible, for the high school needs to do more than to raise up entertained illiterates. Many students cannot read the masterpieces of adult literature, but they can read materials that are good if they are guided to them.

The meeting of quantitative and qualitative standards imposed by accrediting agencies or state departments does not assure a functional library program. One state supervisor, writing about the high school library, gives these as basic requirements for a functional school library program:⁷

1. An adequate supply of up-to-date materials.
2. A budget large enough to maintain the collection.
3. Functionally planned and equipped quarters.
4. A qualified and interested librarian.
5. Extensive use of all the resources by the student body and the faculty.

Finally, all the numbers 1 to 4 are of no value if number 5 does not exist. That is the heart of the matter! Numbers 1, 2, and 3 will be managed if number 4 is there and if the interested librarian has, or can acquire number 5. Otherwise, the true librarian

⁷Nickel, Mildred L., "A State Supervisor Looks at High School Libraries," *Catholic Library World*, 29:391-393, Apr., 1958.



At Notre Dame College, St. Louis Mo., student nuns make full use of the periodical reading room.

excellence of the total school administration. The Jesuit rule in 1932 set the librarian in the same position as a dean of the college or the principal of a high school.

An enlightening survey⁶ published in 1948 explored the possibilities and the extent of diocesan supervision of libraries. The questionnaire used was based on the premise that the diocesan superintendent of schools in the Catholic system was an office comparable to that of the state superintendent of education. Therefore, the superintendent of Catholic schools was responsible for the libraries in the schools just as the state department of education is responsible for the libraries of the public schools. Findings showed that there was no planned policy of library development and service but that the lack was mainly due to lack of trained personnel

schools; provides *guidance* services, usually to teachers and administrators in setting up libraries or remodeling them or rejuvenating them; provides various *reference services*; works closely with *curriculum development* so as to provide schools with materials along the lines of developing curricula; organizes *materials for services*, so that the materials going into the schools can be quickly processed by using the cataloging and classifying services skillfully provided in the central office.

School Librarians as Heads of Department

In the individual school, the head librarian is the head of his department. He creates it, organizes it, determines whether it shall be an aid to scholarship or just a collection of books. There are more women than men in school libraries except on the college administrative level where salaries and scholarly opportunities and pleasant working conditions make librarianship a fine career for those who have the requisite personality traits: leadership, ability to work with people, self-assurance, ability

⁶American Library Association Committee on Post-War Planning. *School Libraries for Today and Tomorrow: Functions and Standards*. Chicago, American Library Association, 1945.

⁵Kane, W., *Catholic Library Problems* (Chicago: Loyola University Press, 1939), p. 44.

⁴Schneider, Mary Tobias, Sister, "A Diocesan Co-ordinated Program of Library Service for Catholic Schools," *Catholic Library World*, 19:115-117, Jan., 1948.

will seek a better climate for his talents, a better place to sell his wares, and the school will send out another group of graduates who have learned to use a textbook but not to use books.

The last inspiration for the intellectual life comes from the high school for many people. If habits are not formed there, nor attitudes developed, the intellectual future will be dimly lighted. Without the co-operation of the entire staff, only about 10 per cent of an average student body has any scholarly pretensions, as Father Bouwhuis tells us.⁸

The Library as the Materials Center of the School

The merger of all materials into the library is the result of the cross-media approach to education. Therefore the school library is coming to be known as the materials center of the school, the place where all material pertinent to the classroom project can be located "at one fell swoop," as it were. This would include recordings, filmstrips, slides, pictures, pamphlets, and, of course, books. It implies, too, an adequate library staff and good organization. At least one faculty meeting would have to be placed at the disposal of the head librarian to inform the faculty of the available services. A supervisor reports the materials center approach as (1) educationally preferable, (2) a one-stop service, (3) good administrative organization, (4) financially advantageous.⁹

Teachers must know the literature of their subjects, not from lists, but actually. If the teacher has the zeal that stems from intellectual enthusiasm, the students will catch it. For instance, a teacher can get students to look up a biography of an important person, or the history of a state in four or five sources. If students take notes, compare, talk about their findings, they will learn that they must withhold judgment until they read from many angles.

Teachers should consult with the librarian about available material, about material they want to use in their work. The street is a two-way one. The librarian should also consult with teachers about new materials the librarian finds available in the teacher's special field. To do good work in the library, the librarian must be part of

⁸Bouwhuis, Andrew L., "The Role of the Librarian and the Librarian in the High School," *Catholic Library World*, 29:205, Jan., 1958.

⁹Evans, E. B., "School Library: a Materials Center; Supervisor Sees Advantages, Points Up Essentials for Success," *American Library Association Bulletin*, 50:86, Feb., 1956.

1961 CONVENTION CALENDAR

February — Catholic Press Month
Feb. 11-15. National Association of Secondary School Principals, Detroit.
Feb. 19-27. Catholic Book Week
Mar. 5-8. Association for Higher Education, Chicago
Mar. 11-14. American Association of School Administrators, regional, Kiel Auditorium, St. Louis, Mo.
Mar. 17-21. American Association for Health, Physical Education, and Recreation, Atlantic City
Mar. 18-22. Dept. of Elementary School Principals, NEA, Atlantic City
Mar. 25-28. American Association of School Administrators, regional, Trade and Convention Center, Philadelphia
Mar. 25-29. National Science Teachers Association, Chicago
Apr. 3-7. Catholic Library Association Conference, Sheraton-Jefferson Hotel, St. Louis, Mo.
Apr. 4-7. National Catholic Educational Association, Catholic Audio Visual Educators, Catholic Kindergarten Association, Convention Hall, Atlantic City
Apr. 5-8. National Council of Teachers of Mathematics, Chicago
Apr. 11-15. National Art Education Association, Miami Beach, Fla.
Apr. 16-22. National Library Week
Apr. 19-21. Southeastern Association of School Business Officials, Richmond, Va.
Apr. 24-28. American Institute of Architects, Philadelphia
May 4-6. National School Boards Association, Philadelphia
May 8-12. National Catholic Music Educators Association, Auditorium, Milwaukee
May 21-24. National Restaurant Show, Navy Pier, Chicago
June 25-30. National Education Association, Atlantic City
July 30. American School Food Service Convention, Denver

the total program. The librarian must be energetic, intelligent, a great reader, a good administrator, a public relations specialist. But if a person like that has no support, he will either give up librarianship or go to a better school.

Examples of Co-ordinated Programs

In 1957 the Minnesota Catholic Education Association Conference met in St. Paul. There were 59 Catholic high schools represented by 693 educators. They met under the auspices of the Catholic Library Association Unit of Minnesota and showed services available to the schools through the libraries. The proceedings of this unique educational meeting are recorded in the *Catholic Library World*. Nineteen problems were identified as subjects for group discussion. It is impossible to isolate them here, but the reasons for wanting to point up the school library

are important and need to be mentioned:

"Conditions of modern life make imperative an education built upon habits of use of a richly assorted and active collection of library materials administered expertly. Many schools fail to meet standards in this regard. Librarians meeting alone often "talk to themselves" and can do little to tell the why of their existence. Their work belongs to all departments as a service, an auxiliary, an expertness."¹⁰

Another idea in the area of librarian-teacher co-operation is that of keeping reading test results filed in both classroom and library.¹¹ In one class the student chose a book freely, but every second or third book was given him by either teacher or librarian. Students were urged to become "well-read people," the implication being that discrimination in choice was more important than the number of books read. Tests on books were simple: either a commercially prepared test or a talking about a book to teacher or librarian was acceptable, and the report could be made either in the library or the classroom. Reading lists were largely individually tailored, though a core list was useful. This project needs good faculty rapport. It is an explorable idea.

The program of wide reading initiated at Flaget High School, Louisville, Kentucky, may prove stimulating.¹² The gist of it consists in the assigning of a reading period every day to all freshmen and sophomores, and the use of paper-back assigned books. The system needs full faculty support and co-operation. Details, carefully given in the *Catholic Library World*, would take too much space for inclusion here. Advantages given are that the boys got leisure to read, had a definite time and place for their reading, and, especially, that they showed definite improvement in reading ability, tastes, and habits carried over into their future high school careers. Disadvantages cited were that paperbacks might go out of print and that much time was needed for selecting, distributing, and repairing the books.

¹⁰Glenn, Clara C., "Minnesota Catholic Education Association Conference of 1957," *Catholic Library World*, 29:200-204.

¹¹Stewart, Lura Jane, *Improving Reading in the Junior High School; a Librarian and a Core Teacher Work Together* (New York: Appleton, 1957).

¹²Robert, Brother, "A Program of Wide Reading," *Catholic Library World*, 29:361-372, Apr., 1958.

DIRECTIONS OF THE FUTURE

Editorials

WILLIAM H. CONLEY, Ph.D.
Editor

Advisory Committee

- Brother Azarias, F.S.C., La Salle College, Philadelphia, Pa.
- Elle Callista Clark, Ph.D., Dept. of Education, Marquette University, Milwaukee, Wis.
- Francis M. Crowley, Ph.D., Professor of Education and Dean Emeritus, School of Education, Fordham University, New York, N. Y.
- Rev. George A. Deglman, S.J., Jesuit College, St. Bonafacius, Minn.
- Rev. Allan P. Farrell, S.J., University of Detroit, Detroit, Mich.
- Rev. Msgr. Edmund J. Goebel, Ph.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.
- Rev. Msgr. Frederick G. Hochwalt, Ph.D., LL.D., Director, Department of Education, National Catholic Welfare Conference, Washington, D. C.
- Rev. William F. Kelley, S.J., Vice-President, Creighton University, Omaha 31, Nebr.
- Brother Eugene Paulin, S.M., Ph.D., St. Louis College, Honolulu 16, Hawaii
- Rev. Msgr. Carl J. Ryan, Ph.D., Superintendent of Schools, Archdiocese of Cincinnati, Cincinnati, Ohio
- Brother Leo V. Ryan, C.S.V., Ph.D., Director of Continuing Education, Marquette University, Milwaukee 3, Wis.
- Rev. Msgr. Frank M. Schneider, S.T.D., Rector, St. Francis Major Seminary, Milwaukee, Wis.
- John P. Treacy, Ph.D., Dept. of Education, Marquette University, Milwaukee, Wis.

The honor of editing a major educational publication looms so large that a new editor sometimes overlooks the corresponding mantle of responsibility that is placed upon his shoulders. The realization of these responsibilities which comes with the first issue of the publication is a sobering experience. Some of them are immediate and some are of a continuing character. The first is to rethink all that is being done in the magazine and why it is being done. The second is to clarify, for himself at least, the goals and the services desirable for present and future readers. Finally, he must formulate new ideas regularly and new approaches for the improvement of the means to attain the ends of the magazine.

For the present this editor's task is to maintain the high standards established by the CATHOLIC SCHOOL JOURNAL over the past decades. Its breadth of coverage, its concern for the professional development of teachers and administrators through feature articles, its educational news, its regular appraisal of educational materials, aids, and books, and its practical suggestions must be continued and remain the excellent core of the publication.

Education, however, is dynamic. It is ever changing. In its movements it sometimes makes progress and sometimes it appears to regress. Whatever the outcomes of change, we must be aware of the changes and of the forces that underlie them. Editorial excellence requires alertness to new developments. Changes in the JOURNAL then must be expected if it is to maintain the standards it has attained.

In order to recognize change and to interpret it in the light of the unchanging principles of Catholic education, future issues of the JOURNAL will present a new feature, The Editor's Notebook, in which he will comment briefly on current educational activities, interpret them from the point of view of a Catholic educator, and indicate their impact, if any, on Catholic education.

American education is enormous and it is complex. Catholic education is a significant part of it. Neither can be understood fully by any indi-

vidual, nor can either be seen in true perspective by any one person. An editor of an educational periodical can only hope to discover many analysts and many persons with vision and wisdom whose combined efforts can present to readers the full picture of Catholic education within the changing American scene. The JOURNAL will continue to welcome manuscripts from thoughtful persons who possess knowledge and perception and who can contribute to the understanding of its readers.

Balance is also a problem which presents itself. Sometimes the specialist and the rider of hobbies, in his articulateness, overemphasizes certain aspects of education. Editorial judgment must contain these efforts and solicit special articles so that the magazine will retain a solid base of general material weighted to give appropriate emphasis to all phases of education.

Because education is changing rapidly there are many unresolved issues. Intelligent and experienced observers in our schools have much to contribute to the solution of these issues. A second new feature entitled the Forum will soon be introduced to provide for the presentation of different views and points of view. Short comments will be invited on topics announced three to four months in advance of publication. A wide range of academic voices may thus be heard on controversial issues.

Other service features will be inaugurated as the times indicate. More formalized reporting from educational associations and agencies is an area being explored. The possibility and desirability of confining certain monthly issues to a detailed treatment of a single major topic are also under consideration.

No periodical can achieve its objectives without reader appraisal and comment. Opinion, criticism, and constructive suggestion are earnestly requested by the editorial staff and especially by the new editor. They will receive serious consideration in the efforts to make the JOURNAL an ever more effective instrument in the improvement of Catholic education.

—WM. H. CONLEY

Book Fairs Built a Library



Fairy tales come to life in a third-grade performance.

By Sister Maria Goretti, S.C.L.

St. Therese School, Aurora 8, Colo.

■ With all of our modern means of educating, with all of our advanced methods of teaching, nothing has yet been found to take the place of good reading. With this in mind, the faculty of St. Therese School in Aurora, Colo., set out, two years ago, to build a central school library that would make good reading readily available to their students. Workmen were in the process of building an addition to the four-year-old school that would include the library. As the building progressed, the Sisters and lay teachers took advantage of the mounting excitement throughout the parish to begin their campaign for books.

The St. Therese Book Fair

At that first Book Fair, 600 new books were donated by the parents. The success of that first fair and the completion of the library seemed reasons enough to hold another Fair that would add to the supply of reading materials, so greatly in demand with the growing enrollment. So early in February, the faculty again delved into

plans and preparations for the St. Therese Book Fair. And again, through the generosity of the parishioners, success crowned the venture.

Teachers decorated their classrooms according to a "book theme." The children's papers were displayed on attractive bulletin boards, and each room was given a large and colorful stack of books to display. The books were classified according to their contents and to match the teachers' decorations. As an added incentive for parents, some of the grades prepared short programs which were interspersed throughout the afternoon. Tiny first graders gave their version of "The Lives of the Saints," while third-grade classes took their audience on a trip to Fairy Land where Cinderella and Alice in Wonderland were introduced. The older children accepted the challenge of song and dance routines, and 55 sixth graders spun around the world doing the Irish jig, the Polish polka, and a bit of Spanish rhythm. The series of short programs came to a finale when the fifth-grade class journeyed "Over the Rainbow"

where such all-time favorites as "Uncle Tom's Cabin," "Sleepy Hollow," and "Robin Hood" stepped through a large "singing book" to tell their tale in rhythm and rhyme. Fourth graders set up still-life, scenes of Tom Sawyer, Pocahontas, and others. Older children spent after school hours sorting and marking and counting the books as they arrived.

Parents Buy 900 Books

When the day of the Fair dawned, parents streamed into the school and wandered through the classrooms enjoying the world of books presented for their inspection. The bright new covers might have sold themselves, but they were given first-class assistance by the excited children who "accompanied" Mom and Dad, and helped to choose a book they would like to read, then donate it to the school library, where their family name was inscribed on the flyleaf. By the end of the day, 900 new books bore the imprint of these "family names."

Needless to say, 900 new books is a sizable addition to any school library; so the faculty left that evening feeling that the work and effort and time given this venture "had not been in vain."

A Cumulation of Benefits

And its success? Perhaps it is due in part to a parish of generous parents who know the value of good reading. Perhaps it is due in part to hours of thought and preparation on the part of a faculty who also know the value of good reading. But it is also due in a large part, to the enthusiasm of 600 St. Therese children, who have been imbued with the desire to learn, and who know that a good book is a good friend.



Fifth graders portray "Uncle Tom's Cabin" as part of a "singing book" pageant.

A Book Litany

By Sister M. Ruth, S.N.D.

St. Thomas More School, Decatur, Ga.

GOOD BOOKS ARE —

Mines of Information:

When we hear a child speak intelligently on current events, scientific developments, inventions, or the duties of citizens, we know that the child reads a great many books. It is by means of those books that he has acquired such a vast amount of information.

Channels of Thought:

A channel is that through which anything flows or passes, as news through various channels. Books are the channels we use to obtain and keep good thoughts.

Rivers of Knowledge:

Rivers, too, are conveyors. They convey needed water to the arid earth. Similarly those who read good books will fill their minds with clear, accurate knowledge.

Highways to Success:

Success in life is what we are striving to attain. Good books are highways to that goal.

Factories of Thought:

The word *factory* comes from a Latin word which means "to make." Good books are the tools with which we may build lofty thoughts and enduring ideas.

Treasure Chests of Ideas:

Treasure is accumulated wealth or something highly valued. Our mind is a great chest in which is stored the treasures of knowledge obtained from the reading of good books.

Lighthouse Beams:

We say that good books are lighthouse beams because they help us to understand better the

subjects we study. As the lighthouse throws its clear beams upon the darkened waters, so the reading of good books sheds its clear rays upon our hazy minds.

Instructive Teachers:

Good books are in themselves a form of teaching. They introduce us to many skills and crafts which few would ever learn without them. They instruct us in every conceivable subject and teach us to be alert and progressive.

Character Builders:

We are all builders of character. It is by means of good books that we learn of the lives of other boys and girls who have become famous for their admirable characters. The Saints, those great citizens of heaven, the patriots, those renowned citizens of our own great country — men, women, children — the list is interminable, become known to us through good books, and we learn to imitate them and thus to strengthen our characters, too.

Sources of Truth:

By means of books we learn many things which have been proved to be true. All progress is based on previous knowledge and experience. Books weed out for us the true from the false.

Trusty Friends:

A friend is one who is attached to another by affection. We should all acquire this affection for good books because they make trusty friends. They are always at our beck and call. If we choose our book friends carefully and wisely, they will never disappoint us.

Constant Companions:

"He that loveth a good book will never want a faithful friend." Good books never turn out to be mere "fair-weather" friends. In sea-

A project for Catholic Book Week or Catholic Press Month. The titles may be used for posters, oral themes, or written compositions in addition to the recitation of the "Litany" as here presented.

son, out of season, they are ever ready to serve us.

Valuable Allies:

Good books are our allies against ignorance; against pettymindedness; against sin. They wipe out the blots of ignorance; broaden our minds until they become world-wide in view; and fill in the idle moments with worthwhile thoughts.

Cheerful Visitors:

To one who is sick, good books are most welcome and cheery visitors. To those who are sad or downcast, a good book brings a smile again. To the discouraged and fainthearted, a good book will bring renewed courage and the will to try again.

Delightful Pastimes:

By no other means can we occupy our leisure time in such a pleasing and enjoyable way as with the reading of a good book. There are books to suit every age, every mood, every need.

Magic Carpets:

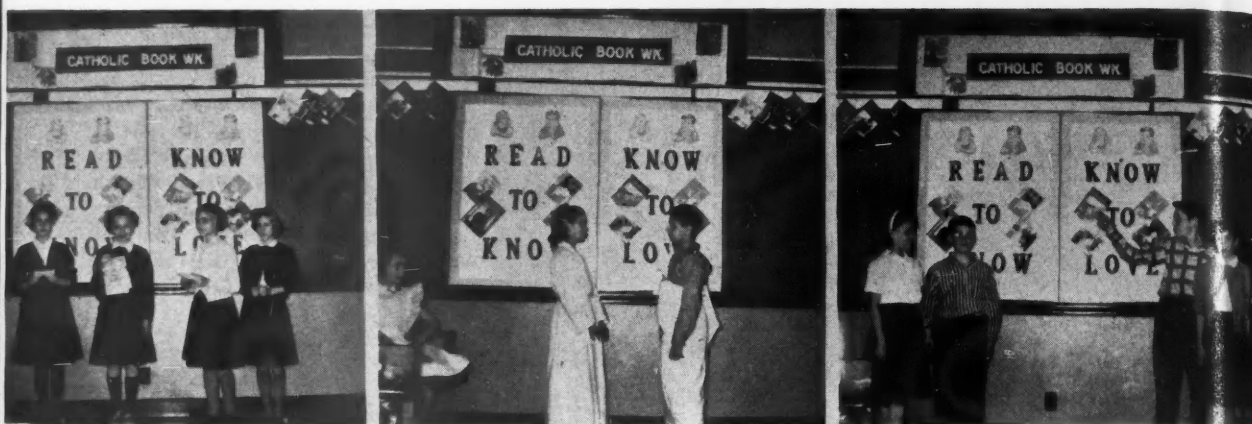
Books are like magic carpets because they cover the floor of our first urge to read, and then like magic the urge rises out and carries us away to great endeavors; to distant lands; to centuries passed or yet ahead.

Wings to Achievement:

Good books enable us to soar to higher levels of knowledge and understanding. They bear us swiftly aloft and carry us on sure and safe wings to unlimited horizons.

Stimulants to Endeavor:

What others have done, I can do. Such is the stimulating effect of good books. The how and the wherewith is there for me to use. No matter where I turn, no matter what course I would follow, good books point the way.



The students at St. Francis of Assisi School, Louisville, Ky., commemorated Catholic Book Week, 1960, with special programs and skits.

A Program for Catholic Book Week

By Sister Rita Marie, O.S.U.

St. Francis of Assisi School, Louisville 12, Ky.

Although it is much easier to let special school year events go by with only a casual mention, such an occasion can provide a potent learning situation, as it did for the fifth grade pupils at St. Francis of Assisi School, Louisville, Kentucky. With a few misgivings and hazy plans, I decided to observe Catholic Book Week in a new way.

When a program was suggested, the usual enthusiastic response that follows that magic word *program* came forth. With such encouraging reception of the idea, it was not difficult to begin. My rather vague designs were replaced by the very positive ideas of my fifth graders during several planning periods. The class decided upon a panel discussion, book talks, plays, and a classroom display of book covers. Committees for each activity were formed and leaders were chosen.

Within the bounds of discretion, free reign was given to the initiative of the children. In order that all might be informed as to progress of the groups and to avoid duplication, meetings with group leaders were held periodically. The results were amazing.

The group preparing the panel discussion became involved in much research. After Catholic papers, magazines, and encyclopedias had been consulted, the children were equipped with sufficient information to explain the history, function, and importance of the Catholic Press, to relate the story of its patron, St. Francis de Sales, and to interpret the meaning of the year 1960's motto, "Read to Know, Know to Love."

A second group began to canvass the school library in search of the various kinds of Catholic literature to be found there. Biographies of saints, missionaries, and famous Catholic laymen, Catholic fiction, vocation books for boys and girls, books for altar boys, lives of Christ, Bible stories, and Catholic dictionaries, encyclopedias, and magazines were discovered. The leader of this group prepared an explanation of the findings. The other members gave talks on books of their choice.

Preparing an exhibit was the job of a third committee. These pupils, too, visited the library, but their purpose was to obtain Catholic book covers that would exemplify the 1960 motto.

Each of four other committees wrote, directed, and acted a short skit to be presented as part of a play, "Alice in Bookland." In this play, Alice, while reading a book of the lives of the saints, falls asleep and has a wonderful dream in which the story characters come to life.

After two weeks of preparation, the children were ready to share their project with others. Parents and other classes were invited and the program was a success. What was the reaction of my hard-worked fifth graders? They wanted more learning carried on in the same fashion!

Some of the outstanding results produced were high enthusiasm for Catholic reading, training in leadership by capable fifth graders, courtesy and co-operation of the group members in working together, and the practice of the social graces necessary to welcome and entertain visitors. In addition to these outcomes, speaking, dramatics, creative writing, letter writing, and research skills were purposely exercised. As you can see, Catholic Book Week had for us truly developed into a worthwhile learning tool.

How the First Grade Constructed a Library

By Sister John Marion, O.P.

St. Francis de Sales School, Charlestown, Mass.

■ "But Sister, we're too young to take books home from the library. I guess the lady down there thinks that we are still babies." Statements such as these and an anxiety on the part of the children themselves regarding the "make-up" of a library, inaugurated a unit to study the library for my first grade pupils. Previous to our actual visit to a nearby branch library, many library procedures and regulations were explained and discussed. These included such things as: the activities available to the public, time schedules, placement of books, and the procedure of withdrawal of books, etc.

On the day appointed by the branch librarian, many happy children proceeded to this "mysterious place" where many false preconceived notions would, I was sure, be corrected. A waiting librarian ushered us in and commenced to captivate her audience as she introduced the many materials available within a library. It was gratifying indeed to see the eyes light up as pre-discussed topics were brought to light. Story time and lollipops followed. Then came a happy and heartfelt "thank you" from children who undoubtedly had gained a knowledge and appreciation of the work done by these community helpers. Illustrated drawings of their

trip, which must have amused the librarian, were sent out almost immediately. Since the enthusiasm was fairly zooming, plans were made to create a miniature library for their very own use.

We Made a "Library"

An empty coatroom, across from the classroom, was selected as an ideal spot to set up our project. Now came the problem of shelves for the books, which, by the way, we did not have. However, that was soon settled with the suggestion of an "orange crate contest." The children throughout the school were asked to enter by a "spokesman" who orally invited each class, (his speech mounting as he proceeded through the grades) to bring in crates. Each crate would entitle the pupil to place his name in a jar, from which a name would be drawn for the "grand prize" (something from Sister's trunk).

In this phase alone there are possibilities for integration with many areas of classroom study. Such activities included talks, printed reminders, and announcements of contest winners, which were placed in conspicuous spots throughout the school, to say nothing of the social gains in dealing with teachers and pupils.

But now it was time for us to branch off into committees so as to insure fulfillment of each phase. We had committees to arrange crates, to measure crates, to cover crates. We had committees to collect books, to mark books, to sort and count books. Many eager and happy children worked for days measuring orange crates, covering them with heavy brown paper, and hanging them from the hooks in the empty coatroom.

All the books and magazines were checked to make sure that the borrowed ones were properly marked. They were then sorted according to categories and arranged alphabetically. Classes were provided to teach proper placement of books on the newly installed shelves, the arrangement of which was to be kept at all times(!). While all this was being done, a group of artists were busily illustrating scenes from their favorite Mother Goose stories, which were to be placed on the wall, accompanied by short written reports of the story. Since every library had to have a librarian's desk, in a special spot set apart for this most important person, a piece of corrugated cardboard was procured which sectioned off a corner very nicely. It contained a desk which stood ready to be occupied by some deserving librarian for the day.

A desk for the librarian — well now, we must have facilities for the visitors. Small tables and chairs lugged from home took care of this need and made the room into a miniature model of what the children had observed on their trip to the real library. It was attractive indeed, with its shelves arranged alphabetically, its science and magazine sections, the display of art work, and the final touch was added on the day that the drapes were hung. These had been salvaged from a rag bag, but such a



Orange crate shelves, original art work, a librarian's desk set off by corrugated paper were all part of the project.

transformation to window and room after they had been washed and ironed!

The Grand Opening

If the children had been excited at the prospect of such a project, their delight increased as each task was brought to fulfillment. The eagerness and excitement of these young children soon enveloped all the classes and Sisters alike, and all anxiously awaited the

"grand opening." With deserved pride the first graders stood back and let the older children browse around and review their accomplishment. Yes, the mothers too had their chance to see what their children had been trying to explain to them during these past few weeks. Each child took his own mother on a tour and pointed out sections of interest (most likely the part for which he was most responsible).

The children used their miniature library in groups at designated times, with the librarian for the day preceding. Other grades were also invited to make use of it and the interest and enthusiasm never lagged. Has a love for reading been fostered by all this? If one can measure results in terms of the line at the Bookmobile each Friday, one feels safe in exclaiming, "Yes, it did serve its purpose."

Book Reports Lead to Vocation Program

By Sister Adrian Marie, O.S.F.

St. Elizabeth's Motherhouse, Allegany, N. Y.

■ To promote a desire for reading books other than the basic readers, in grades 1 and 2, the following reading program was inaugurated in three schools taught by the Sisters of St. Francis of Allegany.

The Sisters and lay teachers motivated the children for two weeks by telling and reading them interesting stories. Books borrowed from the public library were used for an independent reading period twice a week. During this time the children would write down any word that caused them trouble. During the formal reading period, by means of phonetic analysis, the superior group tried to pronounce some of these words. If they were unsuccessful, the teacher pronounced the word. If they were successful, some little prize was offered and they were highly complimented on this achievement. The

next step was to induce them to take the book home and read it individually. This, they were anxious to do. Many proved they could read independently, others had to enlist the aid of their parents, but all enjoyed the experience. After reading the books at home, they were asked to recite orally the important parts of the story; that is the parts which impressed them most. After they proved they could do this, the final and most difficult step for first and second graders was taken. This was the formal written book report. The superior group was instructed first in the procedure. The children were told to copy from the book, the title and the author. Then they were asked to write one sentence about some incident in the book. This was done phonetically and then corrected. After doing three or four of this type, it was

suggested that they draw the incident rather than write it. This correlated art with reading.

The final development came during the month of March which is Vocation Month. Each child, after motivation by group discussions on what he wanted to be when he grew up, made a vocation story with illustrations. All these were stapled together and to one child was assigned the task of making the cover. In order to make this program more realistic, a day was set aside for the children to portray the characters they desired to be. It proved a very successful project. The vocation booklet was left on the library table for independent reading. Members of the slower group, as they made progress in reading, were seen during free time reading it.



Vocational pageants based on book reports were presented by the primary children at St. John's School (left) and St. Bonaventure School (right). Both schools are located in Olean, N. Y.

Religion in ACTION

FEBRUARY: THE LORD BE WITH YOU

By Sister M. Emmanuel, C.S.J.

St. George Convent, Bourbonnois, Ill.

■ During the past month the child attempted to live out Christ's obedience. February offers opportunity for a continuation of this program with charity as the predominant virtue. There is place here for application of the idea: "Whatsoever you did . . . you did it unto Me," as well as one of the basic dogmatic truths of Christian endeavor, that of Christ's living within every soul in the state of grace, and the unity of all such souls in the Mystical Body.

Politeness becomes more than courtesy, thoughtfulness and kindness more than friendliness and affability when the child sees that what is done with a supernatural intention helps the "whole Christ." The natural selfishness and egoism of childhood gradually changes into a more social attitude. Much of this "social" adjustment can be mere conformity to custom and group decisions which has nothing of the supernatural element. Growth in character and personality which accompanies a spiritually motivated consideration for others tends to a more healthful and reasonable co-operation with "peer" activities and a better principled course of action inspired by grace.

Imitate Christ and His Saints

Our lay and religious leaders of tomorrow cannot begin too early to realize their position in the Mystical Body. The abstractness of this truth must be brought within tangible range by the practice of all the virtues, but especially will there be attention during the formative years to living out more fully

the virtues of Christ's life at Nazareth: obedience, consideration for others, purity, and honesty of word and action.

Even a fictionized life of the Child Christ if well written can be a source of inspiration to the growing Christian. Stories of the saints also give added impetus to spiritual endeavor if they highlight the struggles others have had to overcome to act virtuously. Reading "how good" some saintly boy or girl was may be of value, but reading that he or she found it hard to be humble, long-suffering, patient, obedient, or chaste, and how the difficulty was finally overcome stirs youth to meet the challenge of personal effort in fighting against the same obstacles. The "What they have done, cannot I?" of St. Augustine is a grace often presented to the child who hears or reads stories of saints who were not born so.

Holiness Is Not in Feeling

Children also need to have explained to them that "feeling holy" is not necessary for prayer, sacrifice, or doing good to count with God. How many children have the mistaken idea that because they do not especially enjoy being at Mass, praying, denying themselves, or doing some good work they are not pleasing God in what is done. The theological virtues become stronger when a soul recognizes that all these activities are sacrificial and have a place in Christ's Sacrifice. Realizing that God understands the lack of "pleasure" connected with spiritual efforts can be uplifting to a child and a step forward

toward more mature participation with Christ in His Sacrifice of the Mass through a living out of the Morning Offering.

During February there could be a review of the common external gestures of the Mass and their significance. The child needs to be reminded and encouraged to be alert to times in the Mass which call for bodily response. The "Gloria tibi, Domine" is one of these. Understanding the meaning of the three crosses he places upon himself will make a child less likely to ignore them. This is true of other symbolic gestures such as striking the breast which is done as an external acknowledgment of unworthiness and petition for pardon. Not every sanctuary bell rung during Mass is a signal for this action; correct and prayerful conducting of himself both exteriorly and interiorly at the principal parts of the Mass enter here.

The Lord Be With You

The "Lord be with you," and its response heard frequently during the Holy Sacrifice might well form a fitting theme for the month in which a child is striving to "be good to Christ" in those with whom he lives, for the idea embodied in this spiritual greeting is the epitome of charity lived out in daily life.

During February a study of the Litany of the Holy Name offers not only practice in correct litany recitation but material for mental prayer and short compositions paraphrasing the various invocations. A study of the beauty of "The Divine Praises" and a reminder of why they are recited can be a help toward more careful observance of the Second Commandment.

Christ in the Trinity lives spiritually in every soul possessing sanctifying grace. The grasp of this truth and efforts at living it out comprise the entire life of the Christian. By the increased activity and power of Faith, Hope, and Charity infused at Baptism, the soul of an innocent child can learn to look on this indwelling as it is, something very real. In the maze of adolescence this realization may at times become obscured, but if the seed of truth planted early is given favorable circumstances for development, it will grow to maturity in God's good time. Spiritual environment, personal efforts at co-operation with the grace of God, even suffering and deprivation may contribute to a later spiritual fruitfulness of the "branches on the Vine."

At this Offertory procession, each First Communicant deposits an unconsecrated host into the ciborium.



LIVING THE LITURGY at First Holy Communion

By Sister Josephina, C.S.J.

Associate Professor at Boston College

■ The present decade in Church history will be remembered best for the growth of lay participation in the liturgy. Many priests have long cherished the ideal of an active laity and have set up varied plans as congregational singing and the use of the dialogue Mass. Frequently, such activity is focused at the adult level because of adult maturity and experiential background. Depending upon the education of the group, plans for a better understanding of the liturgy have met with whole or partial success. More and more involvement of our youth in the living liturgy appears to be significantly productive of a participation carrying over into the home and into adult life. Children by their nature are learners, constantly asking questions. St. Thomas Aquinas insisted that learning results when one is actively engaged in the situation, whether the activity be mental or physical. Parents,

similarly, learn from their children who bring to the home, word by word, explanations of the presentation of doctrine given by their religious teachers. As stated by Father Joseph Fichter, S.J., the Catholic elementary school is one of the most fruitful means of establishing and maintaining parish solidarity. Active sharing in the liturgy is a strong means for unification of home, church, and school.

While John is learning the *Pater Noster* and the *Confiteor*, his parents can refresh their memories with the familiar Latin, long since forgotten because of disuse. Children can and do become teachers of their parents as that knowledge, new and old, serves to stimulate their thinking. The following group participation by children aided by adults portrays an attempt to instill a love of the liturgy while complying with the dictates of the Church. Following the instructions on the Holy Eucha-

rist, which appeared in *The Pilot*, a diocesan paper, the principal and teachers of a Catholic elementary school began in a small way to bring to life the worthwhile injunction of the hierarchy—by actually carrying out the role of an active participation in the liturgy.

Participation in the Mass

Departing somewhat from the traditional method of preparing children for the reception of Holy Eucharist, the following plan was set up. Early in the year, the children were taught the true meaning of the sacrament of Holy Eucharist, in that their offering became a significant part of the ceremony. One hundred twenty children recited in Latin the *Kyrie*, *Sanctus*, *Agnus Dei*, and all the responses of the Mass. Realizing that memory is at its peak at about age six or seven, the teachers easily taught the young children to utter the Latin phrases clearly and distinctly. Naturally, all the work was presented slowly and systematically in the classroom during the preparatory stages. With each Latin prayer or response, the English translation was learned.

The Offertory Procession

The second departure from the traditional ceremony was the Offertory procession where each child carried his host in a small plastic container. Before Mass the host was dropped by the child into the ciborium which was on a table in the middle of the aisle. At the Offertory of the Mass, the

ciborium, water, and wine were carried to the altar by four boys representing the group. The Epistle and Gospel were read in the vernacular by two older boys while the priest read them in Latin. At the Communion, the children went in groups to the altar to receive the Body and Blood of Christ. When the Holy Mass was finished, the prayers customarily said after Holy Communion, as the *Anima Christi*, were recited by the group.

A Real Thanksgiving

Evidences of keen interest appeared among the adult congregation who had never before witnessed such a ceremony. As a follow-up, the priest gave instructions to the laity concerning the procedure they had witnessed. Gone is the day when a choir rendered "O Little White Guest" or "My First Communion Day," with words sentimental and poorly chosen, set to a waltzy melody. Each child felt he was bringing his individual offering—to be changed by the words of the priest, spoken at the



At St. Angela Parish, Mattapan, Mass., four boys representing the entire First Communion group carry the ciborium, water, and wine to the altar at the Offertory of the Mass.

Consecration. The Sacrifice of the Mass assumes a new meaning when each child is able to recite with the priest or to answer with the server the required responses. The first Holy Com-

munion of these children will be long remembered and vividly recalled because of the intimate participation of each child. Thus the liturgy comes to life!

Geography in Today's World

Helps us understand our neighbors

By Sister M. Ursula, R.S.M.

Mt. Aloysius Junior College, Cresson, Pa.

■ Geography has suffered from neglect in our American schools. There are many reasons for this, chief among which is our failure to realize the potentialities of the subject. Now, with increasing opportunities for travel, and a growing awareness of the mutual interdependence of the world's nations, the need for more and better geographic instruction is urgent.

Learning About God's World

Why study geography? There are many reasons, but one comes to us from a British geographer who was traveling in California. There he met an elderly French priest, who told him that for the greater part of his life he had been completely content to serve a rural parish in France. Then one night he dreamt that he had died. The first question put to him by his Creator

was this: "Mon Pere, how did you like My world?" The French curé had to admit that outside of his own small parish he knew very little about the Lord's world. Upon awakening, he determined to seize every opportunity to acquire such knowledge. A partial fulfillment of his resolve was this sojourn in California.

Geography is an interesting, stimulating, thought-provoking field. For some of us, geography may mean knowing where the Himalaya and Atlas mountains are, in what continent one will find the Nile, the Ganges, the Danube, or the Amazon rivers, or how large are the cities of Rangoon, Rome, Cairo, or Caracas. Such information can be obtained easily from a good atlas. For others, geography may suggest an exchange of agricultural or mineral products, such as bananas from

Central America, iron ore from Venezuela, nickel from Canada, citrus fruits from Florida, Texas, and California, or coal and petroleum from Pennsylvania. Still others think in terms of strange countries with strange people and even stranger customs.

To consider only location, or the existence and use of natural resources, or the oddity of our world neighbors is to leave unexplored many interesting illustrations the influence of natural and social environment. Suppose we were to read that the city of Sao Paulo is growing faster than any other urban area in the world, that on the average a new building is begun every 25 to 30 minutes in this city. We begin to think. Where is Sao Paulo? What do I know about it? Every city, like every person, has an individual personality. What is

(Continued on page 56)

THROUGHOUT THE ELEMENTARY



Designed for thorough coverage of every curriculum area, *The Book of Knowledge* is outstanding as a resource in the field of Social Studies, because it presents the information required by courses of study in schools across the country. Because of its unique subject arrangement, many children can use the set simultaneously as they explore different aspects of the same problem. Thus it is of practical use in the unit method of teaching.

Because *The Book of Knowledge* has both an index and a table of contents, it is unsurpassed as an aid in the teaching of index and reference skills and prepares pupils for standardized tests in reference skills. Continuously revised and up-dated, *The Book of Knowledge* is THE encyclopedia for classroom and library use throughout the elementary grades.

THE GROLIER SOCIETY INC., *The Grolier Building, 575 Lexington Ave., New York 22, N.Y.*

GRADES



IN THE SOCIAL STUDIES AS IN EVERY CURRICULUM AREA THE BOOK OF KNOWLEDGE THE CHILDREN'S ENCYCLOPEDIA IS AN INDISPENSABLE TEACHING TOOL

SCIENCE

No other children's encyclopedia covers so much science material, with such careful attention to the child's level of comprehension.

MATHEMATICS

The Book of Knowledge more thoroughly covers the current approach to developmental mathematics than any other encyclopedia. Helpful articles for the teacher as well as stimulating information about the history of numbers and measurement enrich the whole math program.

HEALTH EDUCATION

From the structure and functions of the body to the use and care of athletic equipment, The Book of Knowledge implements the whole health education and recreation program.

MUSIC AND ART

In more than a thousand reproductions of famous masterpieces, in articles about the origin and development of art forms, in fascinating descriptions of musical compositions, The Book of Knowledge reinforces your music and art programs.

LANGUAGE ARTS

In richness and diversity of literature, The Book of Knowledge is outstanding among encyclopedias. Its wealth of stories, poems, biography and literature from other countries uniquely enriches the language arts program.



THE NEW BOOK OF KNOWLEDGE

20 volumes—7,922 pages—of enrichment material for classroom and library. Quick fact-finding cross index, plus concise fact entries, 11,742 illustrations (1,561 in color); big, dramatic bleed photographs, drawings, modern charts and 325 maps.

Geography in Today's World

(Continued from page 53)

Sao Paulo's personality? Is it enough to find the city on a map? You might tell me that this city is in Brazil, a large tropical country in South America. Mentally, you might add that the extreme heat of the tropics probably makes the people lazy.

But those who have lived in Sao Paulo would be the last to call the Paulistas lazy. Quite the contrary! They are energetic, businesslike, hustling, often compared with North American Yankees. Melvin Cross, a former consul to Sao Paulo, once told me that the climate—physical, economic, and social—was such that he would be happy to return at any time to this South American city. That he is now a representative for a U. S. business firm there proves that this was no idle statement.

Climate Conditions People

What is wrong, then, with our conclusions? Just to keep the record straight, the highest temperatures do not occur in the rainy tropics, but in the desert. It is rather the daily combination of heat and humidity that by its very monotony saps men's energies. Even greater in their debilitating influence are the diseases caused by insects that thrive in such a climate. Modern science has done much to bring these under control.

It is true that most of Brazil lies in the tropics, but Sao Paulo's position just south of the Tropic of Capricorn makes it an exception. Its subtropical position, combined with its elevation, about 2500 feet above sea level, provides it with a climate that is favorable to human development.

Commercial Resources

Next we consider what natural resources are found in the area. There is a natural harbor at nearby Santos. The region has plenty of water and a long growing season. Its soils are suited to the commercial growth of some plants, and it is located in southern Brazil, where the major coal supplies of the country are found. These natural resources existed long before they were put to use. Since the people determine when, where, and how a country's agricultural and mineral resources can best serve their needs, it is only right to claim that the people of a country are its greatest resource.



Exhibits help to make the study of geography more vivid. This oil well exhibit was done at St. Mary's School, Alexandria, Va.

In the Amazonian region of Brazil, the Indian and mestizo predominate; in the Northeast, the Negro and mulatto are prominent; while in the country as a whole, the dominating stock since colonial days is the Portuguese, which has given its language to Brazil. But here again the Sao Paulo region is an exception. Here there has been continued immigration. Germans, Italians, and Japanese, as well as Spanish and Portuguese, have come in fairly large numbers to the state of Sao Paulo. They have brought with them the attitudes, the skills, the objectives, the customs, the technical abilities which have become essential to their way of living. In other words, each group brought its own culture. These people have contributed to the development of the Santos port; they have devised ways to use the coal supplies; they have conceived a unique method of developing water power at Cubatao on the steep escarpment between Santos and Sao Paulo. Finally, they have experimented with the soils until Sao Paulo State has become the leading coffee-growing region in the world.

The application of man's intelligence, energy, patience, skill, and ingenuity all helped to make the city of Sao Paulo the economic heart of Brazil. Keep in mind, though, that these immigrants do not call themselves Germans, Italians, Japanese, Spanish, or Portuguese, but rather Brazilians, just as millions of immigrants to the United States answer to the name American. They have their roots deep in Brazilian territory.

This brings us to the thought that every civilization has a connection with the land. If the civilization is simple, the connection is intimate. Primitive hunting and fishing have this close tie. But as men's occupations become more complex, e.g., automobile manufacturing, the ties with the land become more tenuous and more difficult to see. Yet they remain, and can be traced, if we have a mind to trace them.

The man on the automobile assembly line gives little thought to the miner who supplied the basic materials for the steel he uses. Even more remote from his mind is the railroad or steamship worker who brought these materials from other states or countries. This failure of the automobile mechanic to give credit to these and other co-workers does not, however, reduce the importance of their contributions to the completed product.

Many Environments, But One Aim

How should we study man in relation to his environment? Our best approach is to seek for existing similarities. These can be sought in the terrain, in the climate, in the vegetation, in the relative location of countries, but our search will be more successful if we turn again to the people. It is true that they often have different colored skins, that they may speak different languages, and that they live at different economic levels. But some of these are surface characteristics, while the areas in which men resemble each other are those which affect the very core of his being.

Both the African in Nigeria and the immigrant in New York have souls that are the individual creations of almighty God. The coolie in Shanghai and the Aymara Indian have bodies that can develop wonderful skill, but which need protection from disease and starvation. The rubber worker on a Malayan plantation and the cotton picker in Alabama spend much of their time in fulfilling their responsibilities as the fathers of families. Each has common joys, sorrows, anxieties, duties. Each wants his children to live as well or better than himself. And finally, each has an eternal destiny.

Once the study of geography becomes for us a vital, human challenge, we shall find ourselves rewarded with a sense of achievement and enriched by our own growing appreciation for the beauty, the order, the simplicity, the majesty—yes, even the mystery—of God's creative works, not the least of which is man. May that satisfaction soon be yours!

Do we need More Science in the Elementary School?

By Francis J. Lodato, Ph.D.

College of St. Vincent, New York, N. Y.

■ The general and specific purposes for including science courses in the curriculum must be determined before any changes are effected. If the reason for adding more science in the grade school is to equip children with more basic scientific information, one may wonder whether this plan adds anything to the present program. If, on the other hand, the purpose is to arouse interest in things scientific so that the children will someday seek careers in the sciences, then the inclusion of these courses appears to be even less realistic. In fact, one may question whether courses in science treated from a very elementary point of view would not appear to the bright child to be less of a challenge than they really are.

Since the tone of our discussion is intended to be more interrogative than declarative, there are other facets to be considered. Obviously, courses in science should be aimed almost exclusively at gifted children, since the child of average or less intelligence has difficulty in mastering the rudiments of the present curriculum. This fact would not, of itself, be a sufficient reason to exclude science from the grade school, but when it becomes complicated by the lack of trained personnel, together with the absence of clearly stated purposes and goals, it becomes a serious consideration.

Where Are the Teachers?

There is a twofold problem concerning properly trained personnel. Though some elementary teachers may have a strong scientific background, many do not. Are teachers with little or no scientific training equipped to handle a new assignment in the sciences? Do the teacher-training institutions have personnel qualified to meet the needs of the new program? It would be impractical for the elementary principal to look for guidance from teachers who have specialized in other phases of educational theory and practice.

Where Are the Students?

The curriculum constructor would do well to investigate the difficulty of presenting an enriched program before levels of achievement and student potential are determined. The elementary school population is in many ways the most heterogeneous. There are diversities in intelligence and in achievement in such areas as reading and arithmetic. Perhaps administrators would achieve more by insisting upon a more thorough knowledge of arithmetic and more awareness of the techniques of arithmetic.

Because the purpose of the elementary school is to present an overall view of knowledge and supply training in the fundamental processes of learning, overemphasizing science would de-emphasize the liberalizing elements in the curriculum, thus producing students with an incomplete or one-sided education. This would result in a future

demand for the re-inclusion of non-technical courses in the elementary school.

The elementary school administrator would do well to consult with members of his faculty for the purpose of establishing a program of basic science commensurate with the needs and ability of the pupils. This procedure may appear to be too narrow, since it approaches the problem on a rather provincial basis, and limits it by localizing it. However, this phase of the curriculum must of necessity be localized, since it can be administered successfully only as a differentiated program.

The Courses Are Elementary

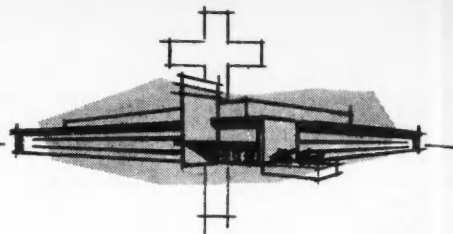
In order that elementary-school children may not minimize the complexity of scientific problems and procedures, the teachers must repeatedly remind them of the distinctions between the simple homespun type of apparatus used in the classroom to demonstrate simple truths and the highly technical and complex apparatus used for the purpose of discovering further principles. The child is never to be given the impression that the chemistry set from the toy store with its included manual is enough equipment to do anything of an inventive or exploratory nature.

In conclusion, if the elementary-school curriculum is to be broadened by more science, let the courses be truly scientific and not merely another area for developing social values.



— Chicago Tribune photo

Catherine Corley Anderson, author of "Sister Beatrice Goes to Bat," answers questions for young readers at the Miracle of Books Fair at the Museum of Science and Industry in Chicago.



Books to Meet Many Adolescent Needs

By Sister M. Celine, O.S.F.

St. Mary's Academy, Milwaukee 7, Wis.

Adapted from an address at Cardinal Stritch College
13th Annual-Reading Conference, Oct. 8, 1960.

■ Although the familiar slogan "The right book for the right child at the right time" has lost some of its effect, and certainly its novelty, it still expresses the basic philosophy of book selection. We educators know the importance of reading guidance and we are cognizant of the influence of a good book. Furthermore, nothing magical or profound is required in stimulating or guiding the reading interests of an individual. Only two factors are of prime importance: first, to know youth; second, to know books. But to the uninitiated these two factors embrace a world of mystery.

We have considerable aid in learning about youth. Educators and psychologists constantly offer us their studies of the adolescent, that word which has created so much literature during the past fifty years. It is the duty of teachers, guidance counselors, or librarians to help youth to understand themselves; to prepare them to meet responsibilities, and eventually to enable them to grow to maturity. This we can, in a measure, do through books. There are several approaches to our problem. We shall consider primarily the five so-called needs of youth—the physical, the social, the emotional, the spiritual, and the intellectual needs.

The Physical Needs

Perhaps the first hurdle to be overcome by the adolescent is that of physical growth. The adolescent must learn to accept his body, the physique that God gave him, and the many physical changes accompanying maturity. Youth want so desperately to be "perfect" and so they worry about physical appearances, clumsiness, acne, being too tall or too short, too fat or too thin, and

other real or imaginary imperfections. The big boys, the ones who are the fast maturing, and usually the happier and more successful in high school, are especially interested in sports. Books such as *High Pockets*, *Iron Duke*, and *Keystone Kids* are still in constant demand. Some other writers of sport fiction are Duane Decker, Jackson Scholz, and Philip Harkins.

Those slow maturing youngsters in the ninth and tenth grades may not mature physically until they are fifteen, sixteen, or seventeen years old. They need special understanding, for they see their friends developing into young men and women. As a compensation, they sometimes live in a wishful world where they enjoy reveling in adventures such as Sperry's *Call It Courage*, or the *Lost Lagoon*, Mallan's *Men, Rockets, or Space Rats*, or Robb White's *Up Periscope*.

In somewhat the same way, the girl who at one time daydreamed of being a dancer and delighted in Malvern's *Ballerina* or *Dancing Star*, upon realizing that she is destined to be large and big-boned with poor co-ordination, may find solace in *In a Mirror* by Mary Stolz, or she may in a more practical way turn to career stories. One of the best and largest collection is the Dodd, Mead list of career books.

The adolescent, whether fast or slow maturing must realize that his problem is not unique. He must learn to accept himself as he is and to make the best or most of any weakness or handicap he may have. Of late years there are many fine books written by people who have real handicaps. For the most part, the books are well written: the individual tells with humor and objectivity how these difficulties were faced, the

handicaps overcome, and normal life, after a fashion, made possible. Louise Baker, a cripple at eight years of age, humorously recounts her adjustment to a crutch; Christy Brown, almost completely paralyzed, learned to write with his left foot; and from her cot, Mary Ellen Kelly, a rheumatoid arthritic, directs a Sodality for shut-ins. More humorously than some of the others, she tells us in *Now With the Dawn Rejoicing* how she often attends an outdoor movie in the undertaker's hearse; and when she goes on the train, she must of necessity ride in the baggage car. Another humorous incident which I like to recall from that book is one that might give the stronger sex an idea of how to be helpful. When Mary Ellen was still going to school, a Sister once remarked to her, "Even if you forget your Morning Offering, Mary Ellen, never forget your lipstick." When she no longer had the use of her hands, Mary Ellen's father used to perform this service for her. Every morning he would take the box of cosmetics, his tool chest, he called it, and sit at the bedside of Mary Ellen and make her up for the day.

In not the same category but equally inspiring, are the individuals who have been handicapped by serious illness—I have in mind *Miracle at Carville*, that document of courage, in which Betty Martin, not even twenty and on the threshold of life, finds herself not a bride as she had planned but on her way to Carville, Louisiana, to struggle against Hansen's disease. Her later book, *No One Must Ever Know* is the story of their struggle after recovery (her husband also had been a patient at the Leprosorium). To adjust to outside life in the forties after being out

of circulation for twenty years, was no small matter. Fear lived with them constantly lest someone should identify them as Hansen's cases and jeopardize their endeavors. This could awaken in youth the need to be thoughtful or at least considerate to the afflicted. *Red Shoes for Nancy* and *Karen* are books that are appealing to the younger teens; *Death Be Not Proud* might be a selection for the older teens. The last mentioned is the account of John Gunther, Jr., who died of a brain tumor. There is a certain amount of heroism in this book, too, especially when two weeks before his death, John returns to Deerfield Academy, Massachusetts, where turbaned by bandages, he receives his high school diploma.

The Social Needs

The social needs are concerned principally with the individual as an individual. These are closely associated with, and at times, overlap the emotional needs. These social needs stem from the innate nature of man, who is a social being. Acceptance, recognition, status, and approval are the emotions that early begin to surge within the individual. All youth have a need for peer status—to be accepted by the gang. As youth begin to mature and to gain independence from parents, adults become less important to them. It is now vital that they win the approval of their age group. At times it is amazing to see to what limits teens will go to win approval. Some books which reveal this struggle in one form or another are: Margaret Craig's *Now That I'm Sixteen* (in this instance, Beth struggles "to fit in"); or Anne Emory's *Sorority Girl*. (Jean Burnaby feels as though the bottom of her world would drop out if she weren't taken into the high school sorority.)

A boy's book on this level and subject is *The Newcomer* by Clyde Davis. For some chapters we are annoyed at Henry Trotter who seems to flee from conflict, who refuses to face issues and win the approval of his peers. He even calls himself a *patsy* and lets a girl lick two bullies for him. A boy can usually prove himself to be a real boy through sports. To illustrate with a particular book would be Tunis' *All American*, in which Ronny Perry, a newcomer, wins his way into the hearts of his classmates by his prowess as a football hero.

The Age of Romance

This brings me to the next area in which books can be important to young

adults, the area of making satisfactory relationships with both sexes. A girl will strive to be popular not only with girls but also with boys. Even in fiction, they seek to satisfy this urge. Since romances are their particular fancy, they delight in the stories of Rosalind Du Jardin, *Wait for Marcy*, *Practically Seventeen*, *Double Date*, *Class Ring*; or Betty Cavanna's *Boy Next Door*, Anne Emory's *Going Steady*, and Mary Stoltz's *To Tell Your Love*.

Personality and etiquette books are also needed at this period, for though young people scoff at the idea of correct behavior, they really do want to know what to do in any situation and to fit into any crowd of which they may be a part. Some suggestions are: *Betty Cornell's Teen Age Popularity Guide*; *Right Dress* by Bert Bacharach, Betty White's *Teen Age Dance Etiquette*.

Overcoming Prejudice

More than ever in the history of our country is there a need for American youth to assume a social responsibility, the need to be aware of social problems in the world and of the problems of other people, especially the minority groups. Segregation, racial hatred, religious and national prejudices must be met and conquered. Understanding and knowledge often bring insight into problems. John Tunis in *All American* combined an excellent sport story with the story of racial discrimination. Florence Crannell Means has, in a sense, dedicated her life to creating stories which deal with the heritage of the American Indian and Negro. These stories are an inspiration to level-headed teens:



Shuttered Windows, *Assorted Sisters*, *Great Day in the Morning*, *Terisita of the Valley*, just to mention a few.

Younger teens will meet and solve this problem in Phyllis Whitney's *Willow Hill*, Adele De Leeuw's *Barred Road*, and Hope Newell's *Cap For Mary Ellis*. For the older teens, biography might be more satisfying than fiction. In this field there is Marion Anderson's *My Lord, What a Morning!* or Laura Adams' *Dark Symphony*. More recently published on the same theme but not as uplifting is Althea Gibson's *I Always Wanted to be Somebody*. At this time some attention should be given to the fine books for background reading on race relations in the United States. Dorothy Baruch's *Glass House of Prejudice*, Arna Bontemps' *Story of the Negro* and Ruth Adams Knight's *It Might Be You* are three suggestions.

International Interests

Nor should the adolescent be confined to the cultural heritage of Americans, whether regional, or otherwise, but learn to admire men and women in our contemporary world. Eight years ago, when Albert Schweitzer received the Nobel Peace Prize, a number of good biographies of this philanthropist appeared: Jo Manton's *The Story of Albert Schweitzer* and Charlie May Simon's *All Men Are Brothers*. Another good biography on this level, though it appeared earlier is Joseph Gollomb's *Albert Schweitzer: A Genius of the Jungle*.

Elizabeth Janet Gray Vining, who from 1946 to 1950 was the teacher of the Crown Prince of Japan, writes a

Mary Ellen Kelly smiles from her cot as Mary R. Ammon, president of Theta Phi Alpha awards her the Siena medal. The national panhellenic sorority presented the gold medal to Miss Kelly during its biennial convention, June 18, 1960, in Pittsburgh. She was the 19th recipient of the award which is presented for "distinctive contribution to Catholic life in the United States." She directs a Sodality for shut-ins.

very informational account of the education, social customs, and the protocol of the royal household in *Windows For the Crown Prince*. Since this publication, she has made her second trip to Japan, and given us *Return to Japan*. Cynthia Bowles, daughter of a former Ambassador to India, Chester Bowles, gives us a firsthand account of education in the public schools of India. Since this is written by a teenager, it is especially appealing to teens. Najmeh Najafi, in her book, *Persia Is My Heart* portrays the life of her native country. After her graduation from Stanford University, Najmeh Najafi returned to her native Teheran to try to improve the social and health conditions of her native village. *Reveille for a Persian Village* is a follow-up on her activities. As an incentive for one planning a teaching career in the foreign service, *My Turkish Adventure* by Amelia Burr, might provide insight into foreign culture.

Just for Fun

We have been considering some rather serious aspects of teen-age reading. One very important factor is the need for wholesome fun and relaxation. There are times when our young people must read for pure enjoyment. Some books which should bring laughter into their literary choices are: *The Education of Hyman Kaplan*, *Anything Can Happen*, and Margaret Scoggin's *Chuckle-bait*, and *More Chuckle-bait*. Likewise, there are some gay family stories that delight girls and which are humorously funny, as Cornelia Otis Skinner's *Our Hearts Are Young and Gay*; the Gilbreth books, *Cheaper by the Dozen*; and *Belles on Their Toes*. I am not sure what might appeal to a boy but I suggest *Life With Father*.

Emotional Needs

While discussing the choices it is well to remark that even with mature readers the choices will vary tremendously. As long as the reader knows why he reads—to pass the time pleasantly, to entertain himself, or to escape into a world of unreality—he is free to select from any levels for his purpose. I might suggest here that ladders, that is various levels of difficulty in reading, are good for the immature reader to teach him to strive for better selections when he is able to read them. From my previous remarks you have perhaps concluded that I believe in the therapeutic values of books. In approaching the emotional or psychological needs of

youth, I shall place emphasis on the bibliotherapy of books. Merely reading a book is not sufficient to implant new ideals and standards of conduct. Many teens read books merely for interest or the pleasure derived from the story. It takes guidance, skillful questioning by a librarian, teacher, or guidance counselor to lead youth to apply the principles he has acquired to his own problems.

Family Relationships

One outstanding need of the teen-ager is that of wholesome family relationships. The realization that people cherish us gives us a feeling of inner security, and so it is with the teen-ager. Fortunately, we have a number of fiction books at all levels on this subject. Anne Emory's *Mountain Laurel*, Margaret Bell's *Watch for a Tall White Sail*, and Lenora Weber's *Beany* books are excellent for the younger teens. Kathryn Forbes' *Mama's Bank Account* is not only humorous but it gives a vivid picture of the student who is sometimes ashamed of his foreign background. Ralph Moody's series of *Little Britches*—*Man of the Family*, *The Fields of Home*, and *The Home Ranch*—give another view of family relationships—a true story of Colorado ranch life in 1911, besides being a lively picture of Americana. There are also some books that give us fine father and daughter relations as in Breck's *High Trail*, Cavanna's *Going on Sixteen*; father and son relations in Jacob's *A Chance to Belong* and Leon Ware's *Shifting Winds*. We have the mother and daughter combination in Moore's *Fire Balloon* and Whitney's *Mystery of the Gulls*. The complexities of the patterns of human relations within the family are many and varied. To feel kinship with any other person who has similar feelings, affected by similar problems of relationship within the family, give some moral support to the bewildered teen. He then sees that other families have problems similar to those of his family. Sometimes he goes a step further and sees that there can be better and more satisfying patterns of relationship than he is experiencing, or he may derive sufficient courage to grow up and to seek a better and more satisfying way of life than his own family has known. He is then reading with insight and making an admirable application.

Developing Responsibility

As a youth matures, he grows less and less dependent upon adults. He be-



Many books for teenagers.

gins by making decisions, taking care of himself, handling his own money, assuming responsibilities and carrying them through to a successful issue if possible. The degree to which an individual develops independence varies widely, as do the problems for each respective individual. The only child, showered with too much attention from indulgent parents, does not have the opportunity to learn his social lessons as does one who has other brothers and sisters to compete for attention. The best book that I can recall to illustrate this feature is Jessamyn West's *Cress Delahanty*. There are many lessons in this particular book but the last lesson in the story is what the death of her grandfather could do for Cress. Cress who was a brilliant student away at college, rebelled at being called home when her aged grandfather was dying. At the suggestion of her boy friend, she packs and returns home. But even then, it was only when she attempted to ease his breathing that she realized that she loved her grandfather and that their interests were similar. Another problem that might be pointed out as detrimental to cultivating good family relations would be the youth of divorced parents. A selection for such unfortunate students would be Lewiton's *The Divided Heart*. In this story Julie learns that neither parent was right or wrong and that she could love them both.

This discussion leads us into another problem or need, namely, that of assuming adult roles. Overdependence on others might be solved by the admiration or cultivation of resourcefulness, that quality that made our pioneer fore-

bears great. It is a task to decide which to choose among that host of pioneer stories that confront one. *The Edge of Time* by Loula Grace Erdman should challenge the resourceful spirit of any boy or girl. It was in 1885 when Bethany and Wade left Missouri (or civilization as they thought) and journeyed to the panhandle of Texas—a land of plains, winds, and coyotes. *A Lantern in Her Hand, Let the Hurricane Roar*, and *The Plums Hang High* are further suggestions.

In many of the selections, mentioned under emotional and social development are incidents that would be helpful to young people in establishing their roles as adults in the area of earning a living and establishing a home or family. The guidance teacher might start with *Wife Desired*, *Life Together*, or *So You Want To Get Married*, but the English teacher would probably suggest Freedman's *Mrs. Mike*, that romance of the Northwest mounties which portrays the true idea of marriage as Kathy discovers in the course of the story—sharing of a lifework with one's husband.

Spiritual Needs

For the most part, the spiritual needs of youth are supplied by affiliation with one's church or creed. An introduction to the Bible as reading is a much needed experience for our youth of today. Christian youth, in general, are for the most part, quite familiar with the *New Testament* and the life of Christ. However, it seems that few do much reading in the *Old Testament*. For girls, I would especially recommend those valiant women in the *Old Testament* who unflinchingly faced duty and sacrifice in the *Books of Ruth, Esther, and Judith*. Where the language of the Bible presents difficulty, recourse could be had to the books of Fulton Oursler, *The Greatest Book Ever Written* and *The Greatest Story Ever Told*. Younger teens might relish the account in fiction; the Book of Ruth as in *The Foreigner* or *The Song of the Cave*; and the Book of Esther in *Behold Your Queen*. Among the many books on the life of Christ, Father Madden has one in teen-age format and vernacular. I am still curiously wondering how youth will take to that book. As a plea for tolerance, I suggest *One God* by Mary Fitch; it is equally divided into thirds, sketching with photographs and story the account of the Jewish, Catholic, and Protestant belief.

Associated closely with these religious books and themes are those biographies

that inspire some of the noblest ideals. In this category, we might place *Father Flanagan of Boys Town*, *Man of Molokai: Father Damien* and that recent autobiography *The Kingdom Within*, the story of Elizabeth Caufield, an American woman, who blind since birth, established a school for the blind in Thailand. It is material in books such as these that feeds appreciation for the finer things of life.

Aesthetic Appreciation

Rather closely allied to these spiritual values, is still another need, the need to develop an aesthetic appreciation. This need for beauty is not as much sought by adolescents as we would like, but it can be cultivated. It may be supplied or nurtured through graphic arts; it may more frequently be experienced in a poem—I hesitate to name a collection since it is by the message of an individual poem rather than a collection that we tend to treasure and recall its lines. Plays too, like *Our Town* or *The Lark* can yield an aesthetic experience. Some stories because of their superior literary quality, satisfying plots, or strong themes have the power to stimulate the senses, stir the emotions, and fire the imagination. Paul Gallico's slender volume *The Snow Goose* is such a book. In the same breath we might suggest Cather's *Shadow on the Rock*, and Hersey's *A Single Pebble*.

Intellectual Needs

The last area to be considered, the intellectual needs, is for the most part, included in our formal educational programs. The various subject areas have well defined content to be mastered as well as specific information to be acquired from collateral reading. There are many excellent informational books not intended to be read in their entirety but to be consulted when and as the need arises. However, there are one or two additional needs including the need for vicarious experiences. Many students will never have the opportunity for extended travel. Hence, books of travel and exploration or personal accounts of life and adventure in remote places will enliven their curiosity about the world in which they live. *Come North With Me*, *Quest in the Desert*, or *Kontiki* will open up many new vistas.

In this search for knowledge, science will challenge the gifted and often entice those not so mentally alert to probe its depths. Many books are written for young people with a particular age

group in mind. As a result, we have a large range of science books of varying degrees of reading difficulty, and with differing points of emphasis. *Inside the Atom*, *The Wonderful World of Energy*, and *The Challenge of Chemistry* are three titles that are popular with the young scientists.

Nor are youth free from the stress of political issues, bombarded as they are by radio and television. At present some of our students are reading Mazo's *Richard Nixon* and Burns' *John Kennedy*, a *Political Profile* for the Teen Club. On a TV program today, these same teens are discussing nuclear warfare after a study of *Our Nuclear Future*, *Common Sense and Nuclear Warfare*, and *Peace or Atomic War*. In a way it is gratifying to see these young minds wrestling with the same problems, theoretically, that our government and the United Nations face in reality.

How Select Books?

Now no doubt, the question in your mind is How does one go about selecting suitable books for young people? There are a number of important tools which are designed to assist the teacher and librarian in making book selection. One of the most important tools for use in selecting books for teens is *The Standard Catalog for High School Libraries*, published by H. W. Wilson and Company. All high schools have it; just ask your librarian to make it available. Two much shorter and less expensive lists have been published by the American Library Association. The first, *A Basic Book Collection for High Schools*, provides a carefully selected list of books for the enrichment of the high school curriculum and for free reading. The second, *The Basic Collection for Junior High Schools*, is a list of books to supplement the curriculum and promote reading and creative activities. Another excellent list of books for young people is *Books For You*, published by the National Council of Teachers of English—latest edition revised in 1956. A particularly valuable list, because it is issued annually and kept up to date, is *Books For the Teen Age* published by New York Public Library committee on books for young people. A leisure time list grouped according to interests is *The World of Books: Leisure Reading for Catholic Youth*, compiled in 1956 by the booklist committee of Western Pennsylvania of the Catholic Library Association. A particularly challenging list is one that was published recently by the Wisconsin

Council of Teachers of English, *Books for the College Bound Student*.

Other sources are periodicals that review books for young people as: *English Journal*, *Junior Libraries*, *Wilson Library Bulletin*, *Critic*, and *The Catholic Library World*; two newspapers carrying reviews would be in both the *New York Herald Tribune* and the *New York Times* book review supplements in each Sunday edition. Some of you are, no doubt, disappointed that I am not distributing lists of suitable books. But for the most part, lists are often dead, inanimate things, frequently passed out to classes with less knowledge about the books listed than the druggist has of the nature of one's ailment when he fills a prescription and hands the drugs across the counter. You will fulfill your obligation in reading guidance only if you select, read, and evaluate the book before you recommend it. Book reviews are helpful but are not an end in themselves. In reality there is no substitute for reading. These lines by an unknown author sum up and express the admiration which the first writers of English literature, the Anglo-Saxons, had for books:

"Books are glorious; they give in earnest
A wise will to him who wonders;
They heal the heart's mood of every man,
Heal the distress of daily life;
They found and make firm the strong thought.
Strong is he who tastes of book lore;
He is ever wiser in wielding power.
Books bring triumph to true-hearted men,
Health of mind to him who loves them."¹

BIBLIOGRAPHY

Hanna, Geneva, and McAllister, Mariana, *Books, Young People, and Reading Guidance* (New York: Harper and Brothers, 1960).

Jenkins, Gladys, Gardner, Bauer, W. W., Shacter, Helen S., *Teen-agers* (Chicago: Scott, Foresman and Co., 1955), Teachers ed.

Maline, Julian L., S.J., and Devine, John J., S.J., *Prose and Poetry of England* (New York: Singer Co., 1955).

Brother Philip Harris, O.S.F.; Rev. William J. McMahon; Dr. James J. Cribbin, *It's Your Personality*, Harcourt Brace, 1960.

Library Service For Young Adults. By Interested Librarians, Sponsored by the Louisiana State University Library School, Baton Rouge, La., 1958.

¹Julian Maline, S.J., and Devine, S.J. *Prose and Poetry of England* (New York: Singer Co., 1955), p. 9.

Journalism Fields are "White Already for Harvest"

By Sister M. Eymard, O.S.B.

Holy Angels Convent, Jonesboro, Ark.

■ "Reading maketh a full man; conference a ready man; and writing an exact man." Thus Francis Bacon emphasizes how necessary writing is in order to give our thinking an exactness that meets the primary objective of true journalism — *Truth*.

Journalism, so broad in its scope, has many facets. Although the newspaper is still the "core publication" to which all journalism is related, journalism embraces all types of publications, such as news, business, and literary magazines; class, trade, and professional journals; reviews and digests; radio and television programs, as well as radio and television advertising. Recognizing this fact, any educator can see the great importance and advantages of soliciting the early interest of high school students in the numerous opportunities included in the vast scope of communications.

An Introduction to Journalism

In adolescence, youth are "shopping" for all kinds of ideas as they prepare to make the choice of their life's work in accord with their natural talent and inclinations. The school curriculum should be an aid in helping students decide whether they would like to make journalism their choice. Many other fields are making serious bids for the interest of young people today, and journalism should take its rightful place along with the others. All Catholic educators realize how much the field of communications needs young people with high ideals and moral principles — youth who can wield their wholesome influence over a nation of avid readers.

The high ethical standards of journalism and the high principles with which our Catholic youth are imbued in their Catholic school training fit beautifully like hand in glove. The goals of truth, impartiality, fair play, and decency harmonize with the moral law and the inherent dignity of man under the Fa-

therhood of God. No one should underestimate the power of the written word. It is no mere truism that "The pen is mightier than the sword." Catholic educators have a really great opportunity to interest the teen-agers in our Catholic high schools to go out into the journalism harvest and apply their sound principles and philosophy to "help change the world."

Whatever field of communication the young journalist-to-be decides to enter all of these Christian principles can and should find application in his life. Furthermore, with the modern developments in high-speed presses within the past 50 years, journalism has assumed a larger degree of moral and legal responsibility. Who are better equipped to meet these responsibilities than our Catholic youth whose education basically rests upon the moral law?

When teen-agers are shown the interesting, stimulating, and compensating aspects of journalism, many develop such an interest, in keeping with their natural talents, that they choose some phase of this work for life. Oftentimes the initial impetus must come from the high school training program whose objective is to develop responsible leadership in our country.

From a practical viewpoint, what better time is there for our youth to get a start in this field than in those formative years of adolescence when their minds are inquisitive and eager to learn something new? Principals will do well to keep a journalism course in the curriculum and let students use it as a testing ground for further interest and development.

Laborers for the Harvest

Experts estimate that 3500 young people are needed each year to go into journalism. At present, this field is falling short by at least 1000. If our Catholic educators were fully aware of the great possibilities open to young

people in this field, they would do all they could to foster a love and study of journalism in high school so our Catholic youth would feed a steady flow of young people into this prospective area of life.

The field of journalism is so vast that it offers a wide variety of careers to young people. Besides the editorial section, there are the mechanical and business departments. The American people will be publishing and reading newspapers, digests, journals, and magazines for a long time to come, because they have become an important part of our American way of life. Thus this field will continue for some time to be promising for young people.

Men no longer have a monopoly on careers in journalism. Women today compete on even terms with men in practically every phase of this field. Women made their break-through during World War II, and there is no branch of journalism in which women have not distinguished themselves, in operations all the way from setting type, to keeping the books, to writing and editing.

Write, Write, and Write Again

Many of our Catholic high schools promote some kind of school publication. The school newspaper is geared primarily toward the objective writing of straight news; the school magazine stresses mainly creative writing with perhaps some school news as a secondary objective. These publications furnish golden opportunities for the youthful amateurs to obtain their initial experience in journalistic writing. In this way the student can enjoy for the first time the intellectual satisfaction that comes from seeing one's own writing in print. This taste of intellectual accomplishment may whet his desire for further development in writing if his talents lie in that direction. Let the students write, write, and write again, for they learn to write by writing. Yes, writing makes an "exact man," one who thinks straight.

Instructors would do well to indicate that most recognized successful creative and semicreative writers had their start by serving as an apprentice in some news room of a newspaper or magazine. These outstanding authors serve as inspiring examples to students who may be inclined to think that writers are born, instead of trained.

Whatever the subject matter at hand, instructors in English have in their power to create a lively enthusiasm

for all types of writing. If teen-agers have an enthusiastic and interested instructor, youth often pick up enough encouragement and enthusiasm in high school to carry them through the roughest years in getting started. It is of the utmost importance that the English or journalism teacher use every opportunity he can find to encourage the honest and praiseworthy efforts of every student who hands in anything that deserves a word of praise. It is often amazing how much progress an average student makes after he has received an encouraging word of praise.

While English and journalism instructors are encouraging every spark of writing talent they can detect, they are in some way preparing and encouraging Catholic youth to leave the narrow confines of their own provincial thinking and plunge into the mainstream of life

where they can carry on the battle for Christ with the printed word. What a boon such teachers are to society! Through their efforts and encouragement, they send large numbers of warriors, armed with truth, freedom, and love for fellowman, equipped simply with pen and notebook, into a world seething with falsehoods, tyranny, distrust, and hatred.

Catholic educators are making a sad mistake by not realizing that the journalism field is "white already to harvest." They must not hide the light of truth and morality under a bushel, either for themselves or their students, but must "let it shine before men" and glorify the Father who is in heaven. Every Catholic educator should honestly examine his conscience and ask himself, "How many Apostles of the Word have I sent into the harvest?"

Use Bible in English Class

By Sister M. Catherine, O.S.U.

Sacred Heart Academy, Louisville 6, Ky.

■ "Sister, there are lots of good things in the Bible!" said one of my high school juniors as she slipped her English grammar back into her desk, tucked her New Testament under her arm, and made ready for home.

"You're right, Joanie," I said. "I hope you use it often."

"I will, Sister." Then she added, grinning, "Just about as often as my dictionary!" And off she went, leaving me smiling after her.

"Lots of good things in the Bible," I repeated to myself after she had gone. "Yes, Joanie, new things and old. And you're a lucky girl to have found out that they are there!"

Unlike Joanie, many a high school graduate, if asked about his acquaintance with Scripture, might be able to epitomize his familiarity in an outline that would run something like this:

- THE BIBLE AND ME
- Bible stories?
- Grade school.
- Life of Christ?
- Sophomore religion class.
- Epistles and Gospels?
- Hear them at Mass.
- Psalms?
- In the Missal, too.

Tragic? Not more so than the glib answer given by even educated Catholics when asked about their acquaintance with the sacred writings. "We don't *have* to read the Bible. The Church tells us what to believe!" So true it would seem to be that, having used the Bible merely in passing, as it were, through their religion courses, our students lay it aside with the other texts when school is over.

Some time ago in planning a reading program for a group of superior high school seniors preparing for college, I sought the aid of a professor friend. "Sister," said this doctor of letters teaching in a large Catholic university, "you don't need a list of books. One book is enough—the world's masterpiece. If you want to enrich the living as well as the reading of your students, get them to read the Bible. I have yet to find a college student who does."

Get my students to read the Bible?

How? Obviously, the religion department was trying. If it could not succeed, was my first thought, how could the English program, already over-

crowded, give Scripture its proper place, or any place for that matter? But a little reflection showed how right it was that "the world's masterpiece" should find a place in the English class. Our students are taught to seek in literature both ideas and ideals. Where could they better find them than in the Word of God?

It seemed worth trying. It proved rewarding beyond expectation. The Psalms, the students discovered, are poetry as well as prayer. The "Canticle of Canticles" satisfied the most romantic-tempered for sheer beauty of expression. As an allegory of God's love for the soul, its inspiration thrilled. Indeed, if movie producers could turn to the Bible for ideas, so could we. Why not assign a book from the Bible for outside reading from time to time? Instead of, or along with the essays of Emerson, why not the *Book of Wisdom* or *Proverbs*? Or the *Book of Ruth* as a short story reading assignment? It can be done, and students do respond.

The English teacher who knows and loves the Word of God will not use the Bible just as literature alone. By means of it, she can correct false standards or strengthen a moral already taught in religion class. Sometimes a timely text may linger in the memory of a student and recall a lesson that otherwise might have been forgotten. Our students learn well, we trust, "what the Church teaches" on various points. But perhaps too infrequently is this teaching clothed, as it often could be, in the simple and beautiful words of our Lord. Yet His words are "spirit and life."

Composition Themes

Here are two samples of how Scripture can be used in a class in English composition. The topic for themes as given in the English book was simply "Success." The students were to define their own idea of success, and then to exemplify this idea by describing someone in contemporary society who fulfilled their concept by his life. One theme gave success as

"... the attaining by one's own industry a worthwhile goal in life, being happy in the pursuit and attainment of it, and by its attainment to earn both a means of livelihood and a certain amount of recognition from others..."

The "example" of success used was an idol of the film and television entertainment world. According to the standards given, he was remarkably successful. He had both fame and for-

Downgrade



— Tom Gray in The St. Louis Review

tune, won for him by a career in acting and singing which he evidently enjoyed. His pictures were box office attractions; his records among the top ten. What more could anyone ask? What, indeed, I thought as I graded the paper for composition values and made no comment on the contents.

After returning the papers, I called, not for their English grammars, but for the girls' New Testaments, and again they picked up their themes. This time, point by point, I asked them to re-evaluate their own standards of success and to re-judge their idol by a comparison with the teachings of Jesus Christ. What had He to say about the canons of success as they had enumerated them, the canons of popularity, achievement, fortune, money, pleasure? After searching the Scriptures, the girls found to their surprise that Christ had much to say about "modern" things and, as one of them noted, "He said it plain."

The lesson went home. As the biographer of the much-married entertainment idol put down her last quote: "What does it profit a man if he gains the whole world and suffer the loss of his soul," she added, "I guess if you don't get to heaven, this kind of a life isn't much of a success after all."

Analyze Living Standards

A similar project on American standards of living brought similar fruit. From the advertisements taken from the secular magazines to which they subscribed or received in their homes, the students were asked to determine the American attitude toward physical comfort, entertainment, education, women (sex appeal), and human rela-

tions. Their findings were in no way flattering of our ideals. Few in the class had previously realized the rampant use of sex to sell everything from "cigarettes to ten-ton trucks." The emphasis on the sale of liquors (50 per cent of the ads in a national sports magazine) "sold" liquor to the American public. "And I thought a good sportsman didn't drink," remarked one of the girls. Also evident was the lack of respect and reverence in dealing with our neighbor, especially in violating his privacy and the right to his good name. But the full impact of the paganization of our society did not strike home until after the girls had looked at these same ads through the eyes of Christ.

There were surprises in store. Christ had much to say about food and drink "and He went to parties, too," the students discovered. And He did not condemn cosmetics and beauty lotions ("Anoint thy hair and wash thy face"). But oh! what He didn't say about sex appeal in advertising! "If a man but looks at a woman to lust after her—" "Golly," said one junior, "that's all that some movie ads are trying to get a man to do!" Perhaps most comforting of all was the discovery of Christ's deep respect for women, even bad ones! "He didn't knock them down."

Whatever means we use to inspire in our students a love for the Word of God, whatever gimmick comes to our mind to try, the important thing is to have them read the Bible itself. The answers, enough of them anyway, literally are "in the book." It is a privilege to help them seek.

Yes, as Joanie had discovered, there are "lots of good things in the Bible." Our students are hungry for them. They are asking us for bread. When we have manna to give them, shall we hand them a stone?

CROSS ONLY AT CORNERS

"Cross Only at Corners" is the theme for January of the safety program of the American Automobile Association. In announcing this theme, B. A. Precourt, safety director of the Wisconsin division of the AAA, said that 35 per cent of all pedestrian deaths in cities are the result of crossing the street between intersections.

Recent Books for Classroom and Library

WHAT YOU SHOULD KNOW ABOUT THIS LIST

Most of the books in the following list have been published, revised, or brought up to date during the past year; a few of them are not yet off the press.

The titles and brief descriptions have been supplied by the publishers. The editors are passing on this information to teachers, principals, and librarians. We do not assume responsibility of recommending the books. If you judge from a title or description that a book, particularly a textbook, seems to fit your needs, we suggest that you get an examination copy; most publishers will send single copies of textbooks on approval.

Now is the ideal time to select new books for your library and reference shelves and new textbooks for the school year 1961-62. If you wait till June or later, the job will be more burdensome and may be done in a haphazard way or neglected till it is too late to have the books on hand at the opening of school.

In the list, usually the publisher is designated by an abbreviation or catchword. A complete list of the publishers with their addresses will be found at the end of this list.

GRADES I TO VIII

ARITHMETIC

Ten in a Family

By Steiner. \$2.95. Knopf.

A family of merry mice help young children visualize the intricacies of adding and subtracting. Ages 3-6.

Arithmetic for Today Skilltexts

By Durell & others. 80 cents each. Merrill.

Text-workbook, drill pad, and testing program included in each book. Teacher's guide for each grade is 50 cents, free with class orders of 10 or more. Gr. 1-6.

Happy Times With Numbers Series

By Fershing. Allyn and Bacon.

This workbook-textbook series provides teachers with a complete sequential program of practice material for young pupils.

New Ways in Numbers

By Msgr. Elwell, Sister M. Stanislas, S.N.D., and Sister M. Verone, S.N.D. Books 1, 2, 3: \$1.36 each. Books 4, 5, 6: coming in 1961. Heath.

Essential Mathematics Series

By Fehr and Schult. Heath.

Book 1, *Mathematics at Work*; Book 2, *Mathematics in Life*. Arithmetic alternates with measurement and geometry in this junior high school series.

Functional Mathematics

By Gager & others. Book I. \$3.92. Scribner.

Also available are: *Supplementary Exercises for Functional Mathematics* (Book I), 92 cents; and *Workbooks for Functional Mathematics* (gr. 7-8), \$1.20.

Holt Arithmetic 1

By Kinney & others. 1961. For junior high school. \$3.60. Holt.

Holt Arithmetic 2

By Kinney & others. 1961. \$3.88. Holt.

Basic algebraic and geometric concepts for junior high school.

Using Mathematics

By Henderson and Pingry. Modern Topics Edition. Books 7 & 8. McGraw.

Presents topics recommended by the Commission on Mathematics of the College Entrance Board and the School Mathematics Study Group for grades 7 and 8.

ART

Growing With Art

By Ellsworth and Andrews. Singer.

Eight books, gr. 1-8, contain a series of creative art lessons. Teacher's manual available for each grade.

ENGLISH

Children's Literature

Revised anthologies by Arbuthnot. Scott.

Time for Poetry; *Time for Fairy Tales*; *Time for True Tales*; *The Arbuthnot Anthology*.

English Is Our Language

By Sterling & others. 2nd ed. 1961. Gr. 2-8. Heath.

A complete basal series. Includes teacher's editions, studybooks, and guides for teaching.

Enjoying English

By Wolfe & others. 1961. Singer.

Program for gr. 2-8. Gr. 2-6 have picture-book format, illustrations, sentence-building games, how-to-do-it charts. Workbooks, teachers' manuals, progress tests for gr. 7-8.

Learn to Listen, Speak, and Write

By Monroe & others. Gr. 1; 2 vols. Manuscript wall chart, and manuscript alphabet cards. Scott.

Macmillan English Series

By Pollock & others. Gr. 2-8. Macmillan.

1960 titles are: *Talk, Read, Write, Listen* (gr. 2), \$2.20; *Learning Together* (gr. 3), \$2.52; *Words Work for You* (gr. 4), \$2.68; *Using Language* (gr. 5), \$2.72; *Sharing Ideas* (gr. 6), \$2.80; *Words and Ideas* (gr. 7), \$3.12; *Thought and Expression* (gr. 8), \$3.28.

The New Building Better English Series

Grade level 2 book, by Jones, emphasizes fundamentals of usage, writing, speaking, listening, reading, and simple sentence mechanics.

Tests for grades 3-6, by Bracken and others, stress sentence and paragraphs and creative writing. About \$2.80 each. Row, Peterson.

Using the Library

By Zimmerman & others. 60 cents each. Merrill.

Skill texts that help boys and girls develop basic library skills. Gr. 4-8.

The Cathedral Literature Program

By Very Rev. Msgr. McDowell & others. Scott.

Includes *Wide, Wide World* (gr. 7), and *All Around America* (gr. 8). These books are anthologies of contemporary and classical selections of special appeal to upper grades. Guide book for each grade.

English for Meaning 7

By McKee & others. Gr. 7. \$3.28. Houghton.

English for Meaning 8

By McKee & others. Gr. 8. \$3.40. Houghton.

HEALTH & SAFETY

Basic Health and Safety Program

By Bauer & others. Scott.

New approach to health and safety teaching encourages active participation of pupils. Teacher's edition at each level. Gr. 1-5.

Latest publications: *Charts* (kindergarten); *Going on Ten* (gr. 4); *About Yourself* (gr. 5); *About All of Us* (gr. 6).

Health and Safety for You

By Diehl & others. 2nd ed. \$4.96. McGraw.

New Road to Health

By Byrd, M.D. & others. Laidlaw Brothers.

1960 series includes: *First Steps to Health* (gr. 1); *Learning About Health* (gr. 2); *Habits for Health* (gr. 3); *Building for Health* (gr. 4); *Your*

Health (gr. 5); *Growing in Health* (gr. 6); *Improving Your Health* (gr. 7); *Today's Health* (gr. 8).

Safe Living

By Glenn. \$3.60. Bennett.
Covers general safety. Gr. 6-9. Also available is: *Safe Living Study Guide*, \$1.

LANGUAGES

Elementary Spanish Series

By Langford, Parnell, and Mother Raymond de Jesus, F.S.E. 1961. Allyn and Bacon.

A completely integrated Spanish elementary series employing FLES methods in an aural-oral approach. Books I and II now available; Books III and IV in preparation.

J' étudie le français (I study French)

By Marjorie Pei. \$1. Gelles-Widmer.
Workbook for use by pupils in directed learning activities for continuation of a conversational course in French at elementary level.

Estudio Español (I study Spanish)

By Martinez. \$1. Gelles-Widmer.
Same as above for Spanish course.

MUSIC

Sing a Song

By McLaughlin and Wood. \$1.50. Prentice.
A song book for pre-school and primary grades.

When I Grow Up

By Lenski. \$2.25. Walck.
Pictures, verses, and songs for children to read and then to sing. Ages 4-8.

This Is Music Series

By Sur & others. Allyn and Bacon.
Music textbook for gr. 1-6. Books 2, 3, and 4 available. Books 1, 5, and 6 forthcoming.

Music in the Making

By Best. \$1.80. Summy-Birchard.
Illustrated workbook for the average general music class. Gr. 7-9.

Red Book of Singing Games and Dances From the Americas

Compiled by Tobitt. \$1.75. Summy-Birchard.

Yellow Book of Singing Games and Dances From Around the World

Compiled by Tobitt. \$1.75. Summy-Birchard.

St. Cecilia Hymnal

Originally compiled by Prof. Schehl. Rev. by Prof. Fehring. \$1.75. Pustet.

Choral Method Series

By Scott. 75 cents each. Handy-Folio.
Clap, Tap and Sing provides round and two-part songs for gr. 2, 3, 4, or 5. The *Sevenfold* method teaches sight-singing, counting, and choral artistry for gr. 6-12.

Sing at Sight Program Hits

Two books at 75 cents each. Book I (S.A.) and Book II (S.S.A.) offer program numbers that can be prepared in a hurry. Handy-Folio.

Symphoniet Course

Books 3, 4, and 5. 50 cents each. Handy-Folio.
The course includes a self-instruction book for the Symphoniet instrument and two books containing two- and three-part harmony selections.

PENMANSHIP

Guiding Growth in Handwriting

By Freeman. Zaner-Bloser.
Series of handwriting recorders. Complete new content and new format. Printed in color. Reference manual for teachers, \$1.30.

Ready to Go (readiness pre-writing), 38 cents; *Starting to Write* (manuscript for gr. 1), 38 cents;

Writing Better Each Day (manuscript for gr. 2), 32 cents; *Writing Better Each Day* (transition edition for gr. 2), 38 cents; *Learning a New Way* (cursive for gr. 3), 32 cents; *Learning a New Way* (transition edition for gr. 3), 38 cents; *Seeing Our Progress* (gr. 4), 32 cents; *Improving Our Writing* (gr. 5), 32 cents; *Gaining in Skill* (gr. 6), 32 cents; *Writing Legibly* (gr. 7), 32 cents; *Reaching Our Goal* (gr. 8), 32 cents.

Teacher's Manual to Accompany Cursive Writing the Easy Way

By Palmer Method of Handwriting Editorial Research Dept. and in conjunction with King. 50 cents. Palmer.

READING

Happy Times With Sounds Series

By Thompson. \$1. Allyn and Bacon.
Provides pupils with a solid foundation in phonics through rhymes and pictures. Includes material on blending sounds, spelling, the alphabet, syllabification, compound words, and stories, poems, and songs.

Phonics in Action

By Thompson. 76 cents. Allyn and Bacon.
A complete course in phonics and a review of fundamentals for intermediate or upper grades.

Happy Ranch

By Reickert & others. Preprimer. 72 cents. Lippincott.

Best of Children's Literature

Ed. by Smith & others. Gr. 1-6. Bobbs-Merrill Co., Inc.

A supplementary reading program in literature, plus literature appreciation tests and free teacher's manuals. Includes: *Sunny and Gay* (gr. 1), \$1.56; *Foolish and Wise* (gr. 2), \$1.71; *Fun All Around* (gr. 3), \$1.86; *Shining Hours* (gr. 4), \$1.95; *Time for Adventure* (gr. 5), \$1.95; *Beyond the Horizon* (gr. 6), \$2.07.

Big and Little, Up and Down

By Berkley. \$2.50. Wm. Scott.
Significant examples from a child's own experience help to develop more precise meanings for our common words for size and space relationships. Ages 5-7.

From Codes to Captains

By O'Donnell and Cooper. \$2.80. Row, Peterson.
A basic reader in the contents subjects, with detailed instruction on the application of basic reading skills to arithmetic, social studies, biography, and science. Includes fiction. Gr. 4.

Developmental Reading Text-Workbooks

By Burton & others. 1961. About 60 cents each. Bobbs-Merrill Co., Inc.

Designed to accompany any basic reading series. Available are: *Primer* and books for gr. 1-6.

Gateways to Reading Treasures

By Shane and Hester. Laidlaw Brothers.
A new series of co-basal readers. Its vocabulary is correlated with the vocabularies of the leading basal reading series. 1960 titles include: *Tales to Read* (primer); *Stories to Remember* (Book 1); *Storyland Favorites* (Book 2); *Doorways to Adventure* (Book 3).

Keys to Independence in Reading

By Harris, Creekmore, and Greenman. The Economy Co.

A series for fourth grade, designed as a continuation of *Phonetic Keys to Reading* series. Includes: *Down Bright Roads* (keytext), \$1; *Tales to Enjoy* (storytext), \$1.40; *Teacher's Manual*, \$1.

Prose and Poetry

Ed. by Pratt & others. Gr. 1-6. Singer.
Seven literary readers with modern and traditional selections, illustrated in color. Special help in creative dramatization.

Reading With Phonics

By Hay-Wingo. Revised edition. Gr. 1, 2, 3. \$2.80. Teacher's ed., \$4. Set of 35 phonetic picture cards, \$4. Workbooks, 84 cents; teacher's edition, \$1.

Reading Skilltexts

By Johnson and "My Weekly Reader" editors. Gr. 1-6. 64 cents each. Merrill.
Can be used preceding, with, or following any basal text. Includes teacher's editions at 64 cents each.

SRA Reading Laboratories

By Parker and Scannell. \$48. S.R.A.
Multilevel, completely individualized basic reading instruction programs for regular classroom use provide exercises in comprehension, vocabulary and word study, and phonics skills.

Boxed materials include: I-b (gr. 2), 1961; I-c (gr. 3), 1961; II-a (elementary); II-b (intermediate); II-c (gr. 6), 1961.

Latest issues include: III-a (gr. 7, 8, 9); IV-a (gr. 10, 11, 12); and *SRA Reading for Understanding* (a self-administering learning-thinking program to supplement and extend the *Reading Laboratories* in gr. 3-12).

Illustrated brochures are available for all of these numbers.

Sunset Junior Series

Gr. 4. \$2.95 each. Lippincott.
Rodeo Days, by Clemons; *Young Ranchers at Oak Valley*, by Nixon; *Ducks, Geese, and Swans*, by Wong; *There Stand the Giants: The Story of Redwood Trees*, by Weaver.

Literature Series

Adventure Bound, by Jewett & others. 1961. Gr. 7. \$4.12.

Journeys Into America, by Jewett & others. 1961. Gr. 8. \$4.20.

Classical and contemporary fiction, nonfiction, poetry, and drama are interwoven with reading skills program. Houghton.

RELIGION

We Love God

By Sister M. Francine, S.S.C. 60 cents. Follett.
A 64-page religion readiness book for the first grade.

The Childhood of Jesus

By Father Francis. New full-page pictures, which may be colored. 25 cents. The Seraphic Press.

Write for catalog of many supplementary religion books by Father Francis.

Living in God's Love

By School Sisters of Notre Dame under supervision of Msgr. Goebel. \$1.98. Benziger.
Newly revised Book 1 of *Living My Religion* series. Based on *First Communion Catechism*, new Baltimore Revised Confraternity Edition.

A Catechism for Confirmation

By Father Morris. 25 cents. Farrell.
Questions and answers for the candidate for confirmation. Includes some questions of interest to the adult candidate.

The Rite of Confirmation

A complete text of the sacred rite in English and Latin, arranged for parish participation. Contains hymns, catechism questions, and record page for name, date, and church. 15 cents. Liturgical.

Religion Review for Catholic Schools

Ed. by Kehoe. Gr. 7 & 8. \$2 each. Youth Education Systems, Inc.

This book is a pre-examination reviewing tool in religion.

SCIENCE

Exploring Science Series

By Thurber. Price range: \$2.32 — \$3.12. Allyn and Bacon.

A science series for gr. 1-6 involving student activity which requires no special laboratory equipment.

Heath Science Series

By Schneider. 2nd ed. 1961. Gr. 1-8. Heath.
Major revision of books for gr. 1-6 plus new books for gr. 7 and 8. Reflects current developments in transportation, textiles, plastics, atomic power, and space explorations.

Matter, Energy and Change

By the Manufacturing Chemists' Assn. 72 cents. Holt.

Describes a series of scientific explorations to be carried out with the children, using commonplace things from a child's surroundings. Kindergarten through gr. 6.

Mentzer Testbooks

By Dubins and Smith. 45 cents each. For use with *God's World Today*, gr. 6; *Thinking About God's World*, gr. 7; and *Knowing God's World*, gr. 8.

These testbooks complete a series of tests to accompany the elementary science textbook series, *God's World*. No testbooks are available for gr. 1-3. Keys furnished free with class orders.

Life Science

By Davis & others. 1961. Gr. 7 or 8. \$3.80. Workbook, \$1.48. Tests, 36 cents. Holt.

Science in Today's World

By Ames & others. 2nd ed. \$3.96. Prentice. A seventh grade general science text.

Science for Your Needs

By Ames and others. 2nd ed. \$4.12. Prentice. A basic general science text for gr. 8.

Singer Science

By Frasier & others. Singer. Two books, gr. 7-8. Uses problem-solving approach. Contains activities, demonstrations, and experiments.

SOCIAL STUDIES

America — Land of Freedom

By Hartman & others. 2nd ed. 1961. Gr. 7 or 8. Heath. Carries history through the 1960 elections.

Basic Social Studies

By Hanna & others. Scott. To help children understand their social environment. Latest publications: *In the Americas* (gr. 5), and *Living in Our America* (gr. 8), revised.

Civics for Young Americans

By Posey. \$3.60. Row, Peterson. A complete civics text that develops concepts of government and citizenship by means of concrete examples, functional illustrations, and human-interest situations.

Discovering American History

By Rickard and Ray. 1961. \$4.24. Allyn and Bacon.

A fifth grade American history text which includes all the major events from the discovery of America to the present day.

Our Country

By De Santis & others. \$3.24. Follett. A fifth grade social studies text of the United States for Catholic Schools.

The Story of Our America

By Southworth. Gr. 7-8. \$4.60. Iroquois. A history text in clear, vivid story style.

Story of Our Land and People

By Moon and Cline. 1961. Gr. 7 & 8. \$5.32. Holt. U. S. history from the first settlers to the 1960 elections.

Textbook for Use With the Christian Citizen

By Rt. Rev. Msgr. Goebel. 48 cents. Mentzer. Textbook accompanies the newest edition of *The Christian Citizen*, by Quigley and Donovan, a textbook in civics for the upper grades.

This Is America's Story

By Wilder & others. \$4.96. Houghton. A basic American history text for gr. 7 and 8.

Geography Series

By Haaby & others. Iroquois. *Homelands of the World* (gr. 4), \$3.96. Social geography, with discussions of the global nature of the world, map study, and travel. *Homelands of the Americas* (gr. 5 or 6), \$4.96.



A young librarian and her clients at Our Lady Queen of Hope School, Detroit 27, Mich. Sisters of the Immaculate Heart of Mary are the teachers.

Regional geography covering North and South America.

Homelands Beyond the Seas (gr. 6, 7, 8), \$4.96. Emphasis on developing a clear understanding of the people of Europe, Asia, Africa, Australia, and the Polar regions.

Our Homeland and the World (gr. 8), \$5.24. Reviews basic geographic concepts, develops fundamentals of economic geography, and offers an introduction to political geography.

Let's Look at Latin America

By Thralls and Hancock. Gr. 6. 40 cents. Merrill.

A self-teaching text-workbook that provides pertinent facts about relationships between Latin America, the U. S., and other countries.

Regions Near and Far

By Sister M. Isabel, S.S.J. & others. \$2.75. Follett.

A fourth grade social studies and geography text for Catholic schools.

Borchert-McGuigan Geography Series

Published by Rand McNally & Co. A Catholic annotated teacher's edition will be available for each of the following books:

Around the Home (gr. 3), \$3.60; *Many Lands* (gr. 4), \$3.72; *Geography of the New World* (gr. 5); *Geography of the Old World* (gr. 6 or 7),

\$4.96; *Geography of the U. S. and Canada* (gr. 5), \$4.80; *Geography of Europe and Its Borderlands* (gr. 6), \$4.80; *Geography of Far Eastern and Southern Lands* (gr. 7), \$4.80.

Cordier-Roberts History Series

The following texts are published by Rand McNally & Co.

History of Early Peoples (gr. 4), \$3.40; *History of Young America* (gr. 5), \$3.60; *History of World Peoples* (gr. 6), \$3.84; *History of Our United States* (gr. 7-8), \$5.20.

Manuals and workshop editions are available for each book.

SPELLING

The American Speller

By Cooney. \$2.95. Crowell. An adaptation of Noah Webster's classic *Blue-Backed Speller* written in 1782, designed to teach spelling through rules for living.

Spelling Laboratory III-a

By Parker and Walker. Boxed materials. \$49.50. S.R.A.

Workbooks for Spelling We Use

By Horn & others. Gr. 2-8. 76 cents. Teacher's edition, \$1. Lippincott.

GRADES I TO VIII LIBRARY

ARTS AND CRAFTS

Drums, Rattles, and Bells

By Kettelkamp. \$2.75. Morrow. Explains percussion instruments and gives simple instructions to the reader for making and playing his own. Ages 8-12.

It's Easy to Fix Your Bike

By McFarlane. \$2.10. Follett. 308 how-to-do-it pictures and charts to keep bike in shape. Gr. 6.

Toni Hughes' Book of Party Favors and Decorations

By Hughes. \$3.75. Dutton. Simple instructions and diagrams for making invitations, greeting cards, and posters. Ages 9-12.

BIOGRAPHY

Abe Lincoln's Birthday

By Hays. 1961. \$2.75. Coward. The author has encompassed much of the childhood and the promise of his future into one day in the life of Abe Lincoln. Ages 8-12.

Christopher Columbus

By Judson. Gr. 3. \$1.08. Follett.

Childhood of Famous Americans Series

Gr. 4. \$1.41 each. Bobbs-Merrill. Titles include: *Abe Lincoln: Frontier Boy*, by Stevenson; *Babe Ruth: Baseball Boy*, by Van Riper; *Booker T. Washington: Ambitious Boy*, by Stevenson; *George Washington: Boy Leader*, by Stevenson; *Juliette Low: Girl Scout*, by Hig-

gins; *Mary Todd Lincoln: Girl of the Bluegrass*, by Wilkie; *Tom Edison: Boy Inventor*, by Guthridge; and many other biographies.

Francis Drake, Sailor of the Unknown Seas
By Syme. 1961. Gr. 4-6. \$2.75. Morrow.

The Long Trail

By Kolars. No. 11 in Banner Books Series. \$2. Benziger.
Story of Buffalo Bill Cody and his conversion to the Catholic faith. Ages 9 & up.

Piper Books

School editions. Gr. 4-8. \$1.68 each. Houghton.
Abraham Lincoln: Man of Courage, by Bailey.
Henry Clay: Statesman and Patriot, by Kelly.
Patrick Henry: Voice of Liberty, by Jones.
Thomas Jefferson: Champion of the People, by Ogin.

Sacajawea: Guide to Lewis and Clark, by Seibert.

These books focus equally on the childhood and adult achievements of the famous persons. Illustrated in two colors and in black and white.

American Background Books

Ages 10-14. \$2.50 each. Kenedy.
Mathew Carey: Pamphleteer for Freedom, by Hindman.

Padre Kino and the Trail to the Pacific, by Steffan.

Knute Rockne: Football Wizard of Notre Dame, by Daley.

Charles John Seghers: Pioneer in Alaska, by Bosco.

The Story of Eli Whitney

By Latham. Ages 10 & up. \$2.50. Harper & Brothers.

Reaper Man

By Judson. \$2.85. Follett.
Story of McCormick's struggle and final success as a pioneer in farm machinery. Gr. 6.

Belisarius: Young General of Byzantium

By Downey. \$3. Dutton.
By the time he was 28, Belisarius had led the Roman Army in the fifth century to a brilliant victory over the Carthaginian Empire and was already planning the conquest of Italy. Gr. 7-10.

The Lamp Lighter

By Vance. \$3.50. Dutton.
The author recounts the lives of the eight women included in the Hall of Fame for Great Americans. Gr. 7-10.

North Star Books

America's great men, great moments, expansion and growth, history, and heritage. Gr. 7-12. \$2.24 each. Houghton.

Robert E. Lee, by Daniels; *Melville in the South Pacific*, by Hough; *The Battle of Lake Erie*, by Mason; *Captured by the Mohawks*, by North; *Washington Irving*, by Seton; *The First Northwest Passage*, by O'Meara; *Lafayette in America*, by Maurois; *The Birth of Texas*, by Johnson; *Down the Colorado with Major Powell*, by Ullman.

Touched With Fire, Alaska's

George William Steller

By Bell. \$3. Morrow.
Steller, on Bering's voyage of discovery in 1741, was the first scientist to see Alaska. Age 12.

Adventures of Catherine of Siena

By Newland. \$2.50. Kenedy.
Six stories of St. Catherine's "adventures with God." Ages 4-8.

Golden Legend of the Young Saints

By Daniel-Rops. \$2.95. Kenedy.
The lives of 15 saints of particular interest to boys and girls. Ages 8-12.

The Holy Apostles Peter and Paul

By Wood. \$2.50. Kenedy.
The illustrated lives of these two great Apostles. Ages 8-12.

Little Flower of Jesus

By Sister M. Julita, S.S.N.D. Christian Child's Story, 50 cents. Bruce.

Life of St. Therese for very young boys and girls.

St. Margaret Mary, Apostle of the Sacred Heart

By Hume. Ages 9 & up. \$1.95. Farrar.

Saints and Friendly Beasts Series

By Betz. \$2 each. St. Anthony.
The illustrated series includes: *Blessed Sebastian and the Oxen*; *St. Colum and the Crane*; *St. Germaine and the sheep*.

Saints for Scouts

By Flahive. \$2.75. Bruce.
Lives of saints who embodied virtues practiced by good Catholic boy scouts.

Vincent De Paul, Saint of Charity

By Hubbard. Ages 9 & up. \$1.95. Farrar.

When Saints Were Young

By Thompson. \$1.95. Farrar.
Stories of the early years of some of the great saints. Ages 9 & up.

Frances Warde and the First Sisters of Mercy

By Sister Marie Christopher, R.S.M. Ages 9 & up. \$1.95. Farrar.

Hands of Mercy

By Smaridge. No. 13 in Banner Books Series. \$2. Benziger.
Story of courageous Sister-nurses in the Civil War. Ages 9 to teens.

Priest, Patriot, and Leader

By Betz. No. 12 in Banner Books Series. \$2. Benziger.
Archbishop John Carroll, dedicated leader in the crucial years of the American Revolution. Ages 9 to teens.

Boyhoods of Great Composers

By Gough. \$2.50. Walck.
Events of the boyhoods of Handel, Mozart, Schubert, Mendelssohn, Grieg, and Elgar. Ages 7-11.

Mozart

By Mirsky. Gr. 6. \$3.45. Follett.
Shows Mozart to be a lighthearted, charming person who was also a musical prodigy.

Queen Most Fair

By Oliver. \$3. St. Martin's Press.
Story of Mary, Queen of Scots.

Escapes and Rescues

Compiled by Scoggin. \$3. Knopf.
True stories of courage and danger. Ages 12 & up.

The Frank Gifford Story

By Smith. 1961. \$2.95. Putnam.
The story of Gifford's athletic career. Ages 10-14.

FICTION

The Nicest Time of Year

By Gay. \$2. Viking.
The author takes a springtime ramble through nature. Illustrated. Ages 2-5.

The Little Juggler

By Evans. Christian Child's Story. 50 cents. Bruce.
Traditional story of the Juggler of Notre Dame told in simplified form. Ages 3 & up.

The Little Orange Book

By Donovan. 1961. \$2. Morrow.
A miniature story within a story. Ages 3-6.

Lucy and Tom's Day

By Hughes. \$2.75. Wm. Scott.
The familiar daily doings of two pre-school English children. Ages 3-6.

Our Animal Story Books

By Osswald & others. 1961. Heath.

Latest in the preprimer series are: *Penny the Puppy*; *Little Brownie*.

The Real Hole

By Cleary. \$2.75. Morrow.
Father comes to the rescue when the twins can't agree on what to do with the big hole in the back yard. Ages 3-6.

Two Dog Biscuits

By Cleary. 1961. \$2.75. Morrow.
The twins try out the dog biscuits. Ages 3-6.

The Art Fair

By Villarejo. \$2.75. Knopf.
Five-year-old twins exhibit a picture in the school art contest. Ages 3-7.

The Curious Cow

By Meeks. Gr. 1. \$1.08. Follett.

God Day! Which Way!

By Steiner. \$2.95. Knopf.
Little Rabbit gets lost. Ages 4-6.

Ikerchat and Sarah

By Lloyd. \$2. Reilly & Lee Co.
Sarah nurses a chicken back to health. Ages 4-6.

Just Follow Me

By Erickson. Gr. 1. \$1.08. Follett.
Little Dog loses his way.

The Wonderful Glass House

By Lattimore. 1961. \$2.75. Morrow.
Mark wins a prize at the fair for his garden. Gr. 4-6.

The Candy Basket

By Angelo. \$2.50. Viking.
A comical story with gay, colored pictures about a mouse whose curiosity leads him to the confectioner's candy basket. Ages 4-7.

Janott: A French Rabbit

By Marokovia. Ages 4-7. \$3. Lippincott.

Little Brother, No More

By Benton. \$2.75. Knopf.
Little Brother's parents had used up all the names they could think of for his seven brothers and sisters, so they decided he could find a name for himself. Ages 4-7.

Lucy McLockett

By McGinley. \$3. Lippincott.
Told in verse. Story of lost memory from "cutting teeth to new tooth." Ages 4-7.

Ring-A-Ling

By Stearn. \$3. Lippincott.
Ninety-three poems imaginatively illustrated in seven colors. Ages 4-7.

Andy and His Fine Friends

By Thayer. \$2.50. Morrow.
Story of Andy's animal friends, which no one but Andy can see. Ages 4-8.

The Blueberry Pie Elf

By Thayer. 1961. Ages 4-8. \$2.75. Morrow.

Bright Flash

By Johnson. 1961. \$2.50. Morrow.
A Dalmatian puppy barks too much. Ages 4-8.

Country Snowplow

By Shortall. \$2.50. Morrow.
A farmer's son helps cars that are stalled in a snowstorm. Ages 4-8.

Demi the Baby Sitter

By van den Honert. 1961. \$2.75. Morrow.
Demi is a French poodle who does not love the baby in the family. Ages 4-8.

The Different Dog

By Everson. \$2.75. Morrow.
About a dog who could talk but couldn't bark. Ages 4-8.



library at St. Mary School, Piqua, Ohio, operated by a teacher-librarian and student assistants. Each grade has a library period. Posters and bulletin board are planned by students. There are about 1000 books for reference, study and recreational reading; also 150 filmstrips and records. Sisters of Mercy are in charge of the school.

In My Garden

By Zolotow. \$2.75. Lothrop.
A little girl tells of the things she likes best as seasons come and go in the garden. Ages 4-8.

Kap, the Kappa

By Lifton. \$2.75. Morrow.
A mischievous kappa, the special elf loved by Japanese children, is the hero-comedian of this illustrated story. Ages 4-8.

Patrick Takes a Trip

By Daly. \$2.50. Dodd, Mead.
A delightful story of Patrick's reactions on his first exciting trip to such places as Iceland, Venice, Spain, France, and England. Ages 4-8.

The Pussy Who Went to the Moon

By Thayer. Ages 4-8. \$2.75. Morrow.

Young Years

By Baker. \$5.95. Home Library Press.
A profusely illustrated anthology of literary classics that appeal to very young children.

I Know a Farm

By Collier. \$3. Wm. Scott.
This story, told in a vocabulary of 177 words, conveys experiences of the farm. Ages 5-7.

Kate Can Skate

By Olds. Ages 5-7. \$2.50. Knopf.

The Year Without a Santa Claus

By McGinley. \$3. Lippincott.
A heartwarming story of the true Christmas spirit. Sparkling rhythms and rhymes. Ages 5-7.

Day and Night

By Duvoisin. \$2.95. Knopf.
About an owl called Night and a poodle called Day. Ages 5-8.

The Hole in the Hill

By Seyton. \$1.08. Follett.
When the caveman Stone family start looking for a pet, many amusing things happen. Gr. 2.

If Apples Had Teeth

By Glaser. \$2.75. Knopf.
Funny "ifs" in rhyme and prose. Ages 5-8.

If Everybody Did

By Stover. \$2.95. McKay.
What happens when everybody does exactly what everybody else does. Ages 5-8.

The Boy Who Loved the Sea

By Werbsa. 1961. \$2.75. Coward.
There was once a boy who loved the sea, though he had never seen it. Ages 5-9.

The Most Frightened Hero

By Fern. 1961. \$3. Coward.
Duncan learns what it feels like to become a hero—even a most frightened one. Ages 5-9.

My Friend Mac

By McNeer and Ward. \$2.28. Houghton.
Read-by-Yourself Books Series. Baptiste searches for a friend and finds Mac, the moose. Ages 5-9.

Pepito's Story

By Fern. \$3.25. Farrar.
A gifted but lonely little boy learns the meaning of his talent. Ages 5-9.

What? Another Cat!

By Beecroft. \$3. Dodd, Mead.
An appealing story about a brave little cat who wanted a home. Ages 5-9.

Mary Changes Her Clothes

By Simmons. \$2.50. McKay.
Little Mary loves to dress up in imaginative ways. Ages 6-9.

A Penny a Day

By de la Mare. \$3. Knopf.
A beautiful new edition of six of the distinguished poet's superbly told fairy tales.

Pulcinella

By Minicelli. \$2.95. Knopf.
Legend of a ridiculous clown. Gr. 2-4.

Cowboy Cal and the Outlaw

By Calhoun. 1961. Ages 6-10. \$2.50. Morrow.

The Geese That Sang

By Trento. \$2.50. Morrow.
Kerry's three little goslings became a problem when they grew up. Ages 6-10.

The Marshmallow Ghosts

By Friedrich. \$2.95. Lothrop.
Three little Irish ghosts turn into children for as long as the marshmallow magic lasts. Ages 6-10.

A Pint of Judgment

By Morrow. \$2.75. Knopf.
Story of an old-fashioned Christmas. Ages 6-10.

The Seal of Frog Island

By Rumsey. 1961. \$2.50. Morrow.
A baby seal comes to live with John and his parents in an island lighthouse. Ages 6-10.

They Say Stories

By Chappell. \$3.50. Knopf.
Ten original tales woven around ageless sayings. Richly colored drawings.

The World in a City Block

By Hall. \$2.50. Viking.
The story of a nine-year-old boy and his relationship to his adored older brother and to the New York City community in which the boy lives. Ages 6-10.

The Reason for the Pelican

By Ciardi. \$3. Lippincott.
Poetry and rhymes. Ages 6-12.

Benny and the Bear

By Carleton. Gr. 3. \$1.08. Follett.

Barto Takes the Subway

By Brenner. \$2.75. Knopf.
Barto comes to New York from a small farm in Puerto Rico and discovers the exciting rumbling train under the ground. Ages 7-10.

Candy Floss

By Godden. \$2.50. Viking.
Candy Floss is a tiny china doll who travels with a fair. Ages 7-10.

Hooray for Chocolate

By Hymes. \$2.50. Wm. Scott.
A lighthearted collection of short, funny jingles with a pro-child viewpoint. Ages 7-10.

Kai Ming, Boy of Hong Kong

By Darbois. Gr. 3. \$2.25. Follett.

The Year of the Christmas Dragon

By Sawyer. \$2.50. Viking.
The story of a Mexican Christmas festival and a miracle that could become a modern legend. Ages 7-10.

Quarterback's Aim

By Lord. \$2.75. Walck.
There was one thing Alan wanted—to make the football team. Ages 7-11.

The Visitors From Oz

By Baum. \$3.95. Reilly & Lee Co.
About the escapades of the characters from the Land of Oz as they journey about seeking their little friend Dorothy. Ages 7-12.

Aesop With a Smile

By Beyer. \$2.50. Reilly & Lee Co.
Aesop's tales set in humorous verse. Ages 8 & up.

Annie Pat and Eddie

By Haywood. \$2.95. Morrow.
Full of fun and laughter. Annie Pat is short for Anna Patricia. Gr. 4-6.

Beachcomber Boy

By Lattimore. \$2.50. Morrow.
It wasn't until young Barry met a real beachcomber that he decided he no longer wanted to be one himself. Gr. 4-6.

Casey, the Utterly Impossible Horse

By Feagles. \$2.75. Wm. Scott.
A funny story about a temperamental horse. Ages 8-12.

The Chinese Daughter

By Lattimore. \$2.50. Morrow.
Ai-li, adopted as a baby by American parents in China, learns that she is really Chinese. Gr. 4-6.

Desert Dan

By Coatsworth. \$2.50. Viking.
Three burros, a bantam rooster, and a self-centered goat keep Dan company as he wanders about the desert in his wagon. Ages 8-12.

Fly Home, Colombina

By Fry. \$2.50. Dutton.
A clever little pigeon named Colombina brings happiness to three children in Italy. Ages 8-12.

A Fox Named Rufus

By Ladd. \$2.75. Morrow.
Mary's triumph in trapping a fox is slowly replaced by compassion. Gr. 4-6.



A new book, "Saints for Scouts" gets a careful perusal from Father William F. Knoernschild, Boy Scout chaplain for the Archdiocese of Milwaukee, while the author Robert F. Flahive, and his two scouting sons, Tim (left) and Michael (right) look on.

Gavin, a Scottish Deerhound

By Johnson. \$2.50. Morrow.
After many adventures in company with a wolf, Gavin is finally reunited with the master he loves. Gr. 4-6.

Ghost in the Castle

By MacKellar. \$2.75. McKay.
Young Angus Campbell of Aberdour, Scotland, didn't believe in ghosts until village talk made him curious.

Ginnie and the Mystery Doll

By Woolley. Gr. 4-6. \$2.75. Morrow.

Herbert's Homework

By Wilson. Ages 8-12. \$2.75. Knopf.

Island MacKenzie

By Williams. \$2.95. Morrow.
A cat-hating spinster is shipwrecked on a desert island with an intrepid little cat. Ages 8-12.

Pancakes and the Merry-Go-Round

By Brock. \$2.50. Knopf.
Six modern tales from many lands. Ages 8-12.

The Peg-Legged Pirate of Sulu

By Cheney. \$2.75. Knopf.
Set on Cebu Island toward end of eighteenth century. Ages 8-12.

Rasmus and the Vagabond

By Lindgren. \$2.75. Viking.
Rasmus, a nine-year-old boy runs away from an orphanage and meets Oscar, a tramp, in a hayloft.

Shag, Last of the Plains Buffalo

By McClung. Gr. 4-6. \$2.95. Morrow.

Shan's Lucky Knife

By Merrill. \$3. Wm. Scott.
A Burmese folk tale about Shan, a country boy from the hills, who tricks Ko Tin, a sly boat-master from the city of Rangoon. Ages 8-12.

A Teacher for Tibby

By Priestley. \$2.75. Morrow.
Eight-year-old Tibby, who lived on a farm a century ago, wanted a school and a teacher, and she got them. Gr. 4-6.

The Three Policemen

By DuBois. \$3. Viking.
This old favorite mystery story reappears with new illustrations and in a new size. Full of sly, jolly humor. Ages 8-12.

Timothy and the Snakes

By Gee. \$2.75. Morrow.
Tim's family goes to live on the California desert. Gr. 4-6.

Becky's Birthday

By Tudor. \$3. Viking.
A surprise is in store for the reader as well as for Becky the birthday girl. Ages 9-11.

The Big Splash

By Kendall. \$3. Viking.
A nimble-witted boy sets his heart on winning a color TV set in a float contest. Ages 9-12.

The Cricket in Times Square

By Seldon. \$3.50. Farrar.
Adventures of a cricket from Connecticut. Ages 9 & up.

Christy at Skippinghills

By Hunt. \$3. Lippincott.
Good family story. Ages 9-12.

Friendly Gables

By Van Stockum. \$2.75. Viking.
The newest adventures of the Mitchell family of Montreal. Ages 9-12.

Musa the Shoemaker

By Stinetorf. \$3. Lippincott.
Enchanting tale of a young crippled apprentice. Ages 9-12.

Tom's Midnight Gardens

By Pearce. Ages 9-12. \$3. Lippincott.

The Secret of the Marmalade Cat

By Lomask. Ages 9-13. \$2.75. Farrar.

The Adventures of Don Quixote De La Mancha

Adapted by Barret. Ages 10 & up. \$3. Knopf.

Don Tiburcio's Secret

By Loisy. \$3. Pantheon.
A Spanish boy solves a unique mystery left by Don Tiburcio, former resident of an ancient castle. Ages 10-13.

World Song

By Clark. \$2.75. Viking.
A boy's homesickness is relieved when he hears the song of the yellow warbler in the jungle of Costa Rica. Ages 10-13.

Desperate Journey

By Witten. \$2.85. Follett.
Jones sets out to warn his friends about the outlaws, though Indians have stirred up trouble in his own territory. Gr. 5.

Andy and the Red Canoe

By Wriston. Ages 10-14. \$2.75. Farrar.

The Earl's Falconer

By Williams. 1961. \$2.95. Morrow.
Story of medieval life and the art of falconry. Ages 10-14.

Jory and the Buskin Jumper

By Willis. \$3.50. St. Martin's Press.
How Jory's faith in his horse is rewarded. Ages 10-14.

Kick-Off

Compiled by Fenner. \$3. Knopf.
Twelve exciting football stories. Ages 10-14.

The Tale of Alain

By Ormondroyd. \$2.85. Follett.
When his evil brother Fenn becomes king, Prince Alain runs away and meets a mysterious traveler. Gr. 5.

This Was Bridget

By Malone. \$3. Dodd, Mead.
The warm story of a city girl who found unexpected riches in a small town. Ages 10-14.

Treasure on the Hill

By Killilea. \$3. Dodd, Mead.
The reconstruction of 30 years in the life of a Near East family of centuries ago. Ages 10 & up.

Accent on April

By Cavanna. \$2.95. Morrow.
Ups and downs of a teen-age girl's relationship with her older brother. Ages 12 & up.

Alice's Adventures in Wonderland and Through the Looking Glass

By Carroll. Foreword by Gregory. Paper, 50 cents. New Am.

The Best Wedding Dress

By Colman. \$2.95. Morrow.
Novel about a girl and New York City's garment industry. Age 12.

The Buffalo Are Running

By Tavo. \$3. Knopf.
David joins a Sioux Indian tribe for an exciting year and participates in the big buffalo hunt. Age 12.

The Call of the Wild and Selected Stories

By London. Afterword by Walker. Paper, 50 cents. New Am.

Chris

By Hoff. \$2.85. Follett.
Chris leads a roving life, as his father moves across Texas looking for work on oil wells. Gr. 6.

The Coach Nobody Liked

By Carson. \$2.95. Farrar.
About a boy's conflicting loyalties.

The Football Rebels

By Scholz. Ages 12 & up. \$2.95. Morrow.

Johnny Tremain

By Forbes. Gr. 7. \$2.36. Houghton.

The Hurricane Mystery

By Roberts. \$2.95. Washburn.
Two big mysteries confront 12-year-old Biff just before he leaves his home in the Virgin Islands for school in the United States.

India's Children

By Shorter. Gr. 6-8. \$3. Viking.

Marilda and the Bird of Time

By Bates. \$3. McKay.
For Marilda, the bird of time flies so fast it seems she will never finish anything she sets out to do. Ages 12-14.

The Puddle Jumper

By Clarke. \$3. Lothrop.
The adventures of a young flyer in Alaska.
Ages 12 & up.

Showboat Southpaw

By Decker. \$2.95. Morrow.
Plenty of exciting baseball action. Age 12.

What Then, Raman?"

By Arora. \$3.15. Follett.
The first boy in his village to learn to read,
Raman learns that educating himself is not enough.
Gr. 6.

The Year Something Almost Happened

By Pinoso.
By Crockett. \$3. Pantheon.
A group of wild circus animals become tame
when released from their cages in a sleepy Spanish
town. Ages 12 & up.

RELIGION

Children's Bible

By Father Hillmann, O.F.M. Paper, 99 cents.
Cloth, \$2.50. 84 color illustrations. 15 Old Testa-
ment stories; 39 New Testament events. Ages
4-10.

Learning to Serve

By Father Carmody, Bruce.
Unified approach to the instruction of new
altar boys. Teacher's manual available.

My Jesus

By Father Brennan. Christian Child's Story.
50 cents. Bruce.
Focuses on three scenes from the life of Christ.
Colorful illustrations.

My Little Mass Book

By Sister Magdela, S.N.D. Christian Child's
Story. 50 cents. Bruce.
Holy Mass presented in easy-to-follow type for
children to take to Mass.

SCIENCE

How and Why Wonder Books

Ed. by Blackwood. 50 cents each. Wonder
Books, Inc.

This series includes: *Beginning Science*; *Birds*;
Dinosaurs; *Earth*; *Electricity*; *Insects*; *Machines*;
Reptiles; *Rockets and Missiles*; *Rocks and Min-
erals*; *Stars*; *Weather*. The books pose questions
commonly asked by children about nature and
science, and include simple experiments.

Introduction Books to Science

A series to give young children a basic under-
standing of the sciences. 69 cents each. Home
Library Press.

Recent titles are: *Guide to Outer Space*, by
Branley; *Power and Energy*, by Koller; *Treas-
ures Underground*, by Mason; *Weather and
Climate*, by London; *The Wonder of Life*, by
Moore; *The World of Dinosaurs*, by Colbert.

Junior Science Series

Ed. by Larrick. Gr. 2-5. \$2.25 each. Garrard
Press.

Beavers, by Crosby; *Electricity*, by Feravolo;
Flying, by Feravolo; *Magnets*, by Feravolo; *Stars*,
by Crosby; *Trees*, by Lemmon.

How a Seed Grows

By Jordan. Ages 3-8. \$1.95. Crowell.

A Tree Is a Plant

By Bulla. Ages 3-8. \$1.95. Crowell.

The Tall Grass Zoo

By Lubell. \$2.75. Rand McNally.
Gives children a first look into the microcosm
that is all around them in any suburban back-
yard. Ages 5-7.

Grasses

By Eberle. \$2.75. Walck.
Describes different grasses that grow in different
parts of the world and how we use them.

The Tale of a Pond

By Kane. \$3. Knopf.
A full year's life cycle of a pond described
and illustrated with photographs and drawings.
Ages 10-14.

I Like Animals

By Ipcar. \$2.95. Knopf.
Youngsters will enjoy matching pictures with
each animal. Ages 4-7.

A Gagggle of Geese

By Merriam. \$2.95. Knopf.
Extraordinary, yet true, names for animals,
fish, and birds, when they go in groups. Ages 5-8.

Frogs and Toads

By Schoenkecht. Gr. 3. \$1.08. Follett.

Hummingbirds

By John. Gr. 3. \$1.08. Follett.

Water Mammals

By Maxton. Gr. 3-6. \$1.38. Follett.

Animal Baggage

By Mason. 1961. \$2.50. Morrow.
A lively, factual account of the curious ways
animals carry things. Gr. 4-6.

The Bear Family

By Mason. \$2.75. Morrow.
Describes the many species of bears. Black and
white illustrations. Gr. 4-6.

Camels and Llamas

By Earle. 1961. Gr. 4-6. \$2.75. Morrow.

Ground Birds

By Ripper. \$2.50. Morrow.
Tells about whippoorwills, bobwhites, and other
birds that live close to the ground. Gr. 4-6.

Underwater Zoos

By Selsam. 1961. \$2.75. Morrow.
Describes aquariums, what to collect, and how
to care for underwater creatures. Gr. 4-6.

Close-Up of a Honeybee

By Foster. \$3. Wm. Scott.
Dramatic close-up photographs and the au-
thor's narrative tell about the life and work of
the fascinating honeybee. Ages 8-12.

Wonder-Workers of the Insect World

By Herbert. \$3.50. Dutton.
Dramatic "biographies" of 14 individual in-
sects, each representative of its species. Gr. 6-9.

New Worlds Through the Microscope

By Disraeli. \$4. Viking.
Directions for finding specimens and mounting
them on slides and interpreting what is seen in
the microscope. Expanded and revised edition of
Seeing the Unseen. Gr. 6-8.

Hurricanes, Tornadoes, and Blizzards

By Hitte. \$1.95. Random.

Good Digging: The Story of Archaeology

By Samachson. Gr. 7 & up. \$3.50. Rand
McNally.

The Story of the Wheel

By Baehr. Ages 7-11. \$2.68. Putnam.

The Reason Why Series

By Adler. Ages 7-10. \$2 each. John Day.
Recent titles include: *Numbers Old and New*;
Shadows; *The Story of a Nail*; *Things That Spin*.

Shots Without Guns: The Story of Vaccination

By Riedman. Gr. 7 & up. \$3.50. Rand McNally.

The Story of Your Blood

By Weart. Ages 9-13. \$3. Coward.

Mathematics: The Language of Science

By Smith. 1961. \$2.75. Putnam.
Explanations of the use of numbers in science
and examples are presented in a conversational,
often humorous style. Ages 8-12.

Science Puzzlers

By Gardner. \$2. Viking.
Collection of stunts and experiments that can
be performed with material found at home. Gr.
6-8.

Electromagnetic Waves

By Irving. Gr. 5-7. \$3. Knopf.

Wonder Worker, the Story of Electricity

By Buehr. 1961. Gr. 4-6. \$3. Morrow.

Alchemy to Atoms

By Newcomb and Kenny. 1961. \$2.95. Putnam.
The reader discovers how chemistry relates to
other sciences. Ages 10-14.

The Story of the Atom

By Freeman. \$1.95. Random.

Superpower: The Story of Atomic Energy

By Ross. Rev. ed. \$3. Lothrop.

Shells Are Where You Find Them

By Clemons. \$2.75. Knopf.
Descriptions and names of shells, and how to
collect them. Ages 7-9.

From Rocks to Rockets

By Russell. \$2.75. Rand McNally.
Story of the development of simple tools and
simple concepts of physics from prehistoric man
to the present. Ages 5-7.

Probing the Atmosphere: The Story of Meteorology

By Wolfe. 1961. Ages 10-14. \$2.95. Putnam.

Space

By Tellander. \$1.08. Follett.
An introduction to the solar system and uni-
verse. Gr. 3.

Space Ships and Space Travel

By Ross. \$3. Lothrop.
Recent information concerning space travel.

Gateway to Space

By Coombs. \$3.95. Morrow.
The dramatic operations at Cape Canaveral and
a look into the interplanetary and interstellar
exploration of the future. Age 12.

Satellites in Outer Space

By Asimov. \$1.95. Random.

SOCIAL STUDIES

America Moves Forward, A History for Peter

By Johnson. \$3.95. Morrow.
Third and final volume of a popular juvenile
history. Crucial period from 1917 to the present.
Ages 10 & up.

Flags of the United States

By Maxton. Gr. 3-6. \$1.38. Follett.

Peter Treegate's War

By Wibberley. \$2.95. Farrar.
The second in a series on the American Revolu-
tion.

The Indian and the Buffalo

By Hofsinde. 1961. Gr. 4-6. \$2.75. Morrow.

The Indian and His Horse

By Hofsinde. \$2.50. Morrow.
How the Indians caught, trained, and used
their horses in trading, hunting, war, and rituals.
Gr. 4-6.

Hawaii: The Aloha State

By Bauer. Ages 8-12. \$3.50. Doubleday.

New York: The Empire State

By Ellis & others. 1961. \$4.88. Prentice.
History, geography, and government of New
York State for junior high school.

Ohio: The Buckeye State

By Collins. 2nd ed. 1961. \$4.88. Prentice.

Life in the Arctic

By Maxton. Gr. 3-6. \$1.38. Follett.

Rikka and Rindji, Children of Bali

By Darbois. \$2.25. Follett.
An interesting true life adventure with photographs. Gr. 3.

Taiva, Boy of Tahiti

By Maziere. Gr. 3. \$2.25. Follett.

The Maya, Indians of Central America

By Bleeker. 1961. Gr. 4-6. \$2.75. Morrow.

Throw Stone: The First American Boy 25,000 Years Ago

By Stevens. \$3.75. Reilly & Lee Co.
Throw Stone and his family are a prototype of the first people to move from their homes in the Arctic during the bitter cold Ice Age. Ages 9-14.

The Sea Broke Through

By Flakkeberg. \$2.75. Knopf.
Story of four boys who met at the scene of disaster in Holland in January, 1953, when the sea broke through the dykes. Gr. 5-7.

The Story of Ancient Athens

By Barker. Ages 10-14. \$2.95. St. Martin's.

World Family of Peoples Series

\$1 each. Ages 10-15. Maryknoll.
Two loose-leaf booklets, *Latin America Today* and *China Today*, have been added to the series. Designed as supplementary instruction, the books are illustrated with line drawings, maps, and photographs.

Journey for a Princess

By Leighton. \$2.95. Farrar.
A novel based on the youthful adventures of Elstrid, daughter of Alfred the Great. Ages 12-16.

Knight's Fee

By Sutcliff. \$3.50. Walck.
The fictional story of Randal who becomes a knight, told against the background of eleventh and twelfth century England and its rulers.

People of the World

Vol. II: Lumbering in Canada, Cattle Raising in Australia, Tea Growing in Ceylon, Fur Hunting and Fur Farming in Canada. By Whittam & others. Walck.

The Story of Africa

By Savage. \$4. Walck.
Discusses the geography, history, and people of Africa south of the Sahara. Ages 12 & up.

Getting to Know Series

1960-61 titles. Ages 8-12. \$2.50 each. Coward.
Getting to Know Africa's French Community, by Olden; *United Nations Crusaders*, by Wholberg; *Arctic*, by Ogle; *Italy*, by Craz; *Pakistan*, by Laschever.

Let's Visit the Philippines

By Caldwell. 1961. Ages 9-13. \$2.95. John Day.

Our Neighbors in Africa

By Caldwell. \$2. John Day.
Describes the geography and climate, and the animals that still roam many sections. Ages 6-9.

Let's Go Series

1961 titles are: *Let's Go to a Rocket Base*, by Chester; *Let's Go to a Steel Mill*, by Green; *Let's Go to a Clothing Factory*, by Lazarus. Ages 7-11. \$1.95 each. Putnam.

Flights That Made History

By Cooke. 1961. \$2.50. Putnam.
Describes each daring aviator, his airplane and the circumstances under which the history-making flight was made. Ages 10 & up.

SPORTS

Better Basketball for Boys

By Cooke. \$2.50. Dodd, Mead.

This is a book about fundamentals, explaining the proper techniques for dribbling, passing, and shooting. More than 180 photographs and diagrams. Ages 8-14.

Basketball for Boys

By Orsborn and McClelland. Gr. 8 & up. \$1.29. Follett.

Baseball for Boys

By Digby and McClelland. Gr. 8 & up. \$1.29. Follett.

Football for Boys

By Kuharich and McClelland. Gr. 8 & up. \$1.29. Follett.

ARTS AND CRAFTS

Architectural Drafting

By Hornung. 3rd ed. \$5.75. Prentice.

Visualized Mechanical Drawing

By Almon. Bruce.

Mechanical Drafting Essentials

By McCabe & others. 3rd ed. \$4. Prentice.

Radio Servicing

By Marcus. \$6. Prentice.

Basic Woodworking Processes

By Hjorth and Fowler. 1961. Rev. ed. \$3.20. Bruce.
Text for beginners in woodwork, and a reference for all hand woodwork.

Modern Machine Woodworking

By Hjorth and Holtrop. \$4.50. Bruce.
Describes the important woodworking machines and their operation.

Creative Metalworking

By Mattson. \$3.25. Bruce.
Collection of 36 metal projects in aluminum, brass, and steel.

Metalspinning Techniques and Projects

By Johnson. \$3.50. Bruce.

Indian Silversmithing

By Hunt. \$3.95. Bruce.
A wealth of projects on Indian jewelry, using techniques developed by the American Indians.

The Art and Craft of Screen Process Printing

By Kosloff. \$3.75. Bruce.
History of screen process, basic materials and equipment, and techniques.

Oil Painting

By Doust. \$2. Warne.
For those who have had some success with water-color drawing. Helps with technical difficulties.

New Key to Weaving

By Black. 1961. Rev. ed. \$12. Bruce.
This weaving standard includes new material and illustrations as well as the basic information which has won world-wide recognition. Equally useful to the beginner and to the experienced weaver.

Gifts, Gadgets, and Glamour

By Green. Bruce.
How to make gay gift items and ornaments from scrap materials.

Newgold's Guide to Modern Hobbies, Arts and Crafts

By Newgold. \$4.50. McKay.
Gives essential facts on the pleasures and profits of more than 80 hobbies, arts, and crafts.

Let's Drive Right

Driver education text with emphasis on correct attitudes and judgment for safe driving. Workbook and tests available. Scott.

Track and Field for Boys

By Jordan and McClelland. Gr. 8 & up. \$1.29. Follett.

Sports Illustrated

Series of instructional books on *Football, Baseball, Dog Training, Boat Sailing, Skiing*, and *Horseback Riding* by the editors of *Sports Illustrated*. \$2.75 each. Lippincott.

Indoor Games and Activities

By Cassell. Ages 7-11. \$2.75. Harper & Brothers.

The Story of Sports

By Jupé. \$3. Dodd, Mead.
How the early beginnings of games and contests became the sports we know today.

GRADES IX TO XII

When You Take the Wheel

By Strasser & others. 1961. \$3.40. Laidlaw Brothers.

The pupil is taught that, before he can be an expert driver, there are many things both mental and physical that he must develop and master. Functional pictures, charts, and diagrams.

BUSINESS EDUCATION

Business Principles and Management

By Shilt and Wilson. 4th ed. 1961. With workbook. \$3.96. South-Western.

Fitting Yourself for Business

By MacGibbon. 4th ed. 1961. Gregg.
Text-reference book giving necessary qualifications and requirements for business.

General Business

By Crabbe & others. 8th ed. 1961. With two workbooks, achievement tests, and final examinations. \$3.96. South-Western.

Principles of Business Education

By Tonne. 3rd ed. 1961. Gregg.

Practical Business Psychology

By Laird. 3rd ed. 1961. \$5.75. Gregg.

Tests for Business Principles, Organization, and Management

75 cents. Key to tests is free. Gregg.

Consumer Economic Problems

By Wilson and Eyster. 6th ed. 1961. With workbook, achievement tests, and examination. \$4. South-Western.

Income Tax and Social Security

By Marti. 15th ed. \$2.50. Prentice.

Business Machines Projects

By Factor. 88 cents. Pitman.
An integrated group of projects developed in three cycles: teaching, application, and testing.

Key Driven Calculator Course

2nd ed. 80 cents. Pitman.

Introductory Bookkeeping

By Olson & others. 3rd ed. 1961. \$3.84. Prentice.

Bookkeeping and Accounting

By Wolpert. 7th ed. \$3.64. Prentice.

Business English and Communication

By Stewart & others. 2nd ed. 1961. \$4.18. Gregg.

Business Speller and Vocabulary Builder

By Carey. 2nd ed. 80 cents. Pitman.
A supplement which helps the student master the essentials of spelling while helping him build a large and functional vocabulary.

Effective Business English

By Aurner and Burtress. 4th ed. 1961. With study projects. South-Western.

English the Easy Way

By Schachter. 2nd ed. 1961. \$1.56. South-Western.

Modern Business English

By Monro and Wittenburg. 3rd ed. 1961. Gregg.

Word Finder

By Anderson & others. \$1.44. Prentice.
Shows division, spelling, capitalization, and accent of 16,000 words.

Arithmetic Review

By Fisher & others. \$1.40. Pitman.
A thorough text-workbook offering a review of arithmetic fundamentals for all students preparing for business careers.

Gregg Notehand

By Leslie & others. \$4.48. Teacher's guide, \$1.50. Gregg.
Designed for college-bound students, notehand is a personal use shorthand with integrated instruction in how to make notes.

Shorthand Dictation Studies

By Bowman and Oliverio. 3rd ed. 1961. \$3.52. South-Western.

101 Typewriting Timed Writings

By Richardson. 2nd ed. 1961. \$1.52. South-Western.

Tested Timed Writings

By Tidwell & others. 2nd ed. 1961. \$1.48. Prentice.

Progressive Filing

By Kahn & others. 1961. \$3.16. Indexing cards, 60 cents. Gregg.
Covers complete cycle of filing activities from indexing to transferring.

Técnicas Modernas De Archivo

By Uribe & others. \$2. Gregg.
Introductory text-workbook for all filing courses, in Spanish.

Applied Office Typewriting

By Frisch and Sivinski. 1961. Gregg.
Enveloped practice set for training stenographic and clerk typists.

Managerial Decision-Making

By Morell. \$4.50. Bruce.
Sums up the chief principles used by executives in solving problems that arise in modern commerce. Presents actual case histories.

Personal Typing in 24 Hours

By Pepe. \$2.36. Gregg.
A 24-lesson text for short, basic personal-use course.

Progressive Typewriting Speed Practice

By Mount & others. 2nd ed. 1961. Gregg.
168 time-writing practice selections.

Typing Skill Drives

By Lloyd & others. \$1.40. Teaching tapes, \$125 net (10 reels). Gregg.
Compilation of 200 drills for correcting, improving, and perfecting typing skill.

Clerical Office Practice

By Agnew and Meehan. 3rd ed. 1961. With workbook and achievement tests. South-Western.

Integrated Secretarial Practice

By Balsley and Robinson. 1961. South-Western.

The Medical Secretary: Terminology and Transcription

By Root & others. \$5.25. Gregg.
Text develops knowledge of medical terminology and ability to take medical shorthand dictation.

ENGLISH

Effective English

By Meade & others. Price range: \$3.08 to \$8.68. Allyn and Bacon.
A four-book series presenting fundamentals of English grammar, composition, and usage.

Enjoying English

By Wolfe & others. Gr. 9-12. Singer.
Four books which build skill in writing, speaking, reading, and listening. Teachers' manuals, skills and practices books, and progress tests for each grade.

Heath Handbooks of English

By Christ & others. Gr. 7-12. Heath.
Presents fundamental structure of English, usage, with extensive practice and testing. Teacher's editions, manuals, and supplementary tests available.

English in Practice

By Gray & others. 1961 ed. Four books for gr. 9-12. 84 cents each. McCormick.
A paperbound textbook series with tests and teacher's manual supplied. *Junior English in Practice* completes the six-book series for gr. 7-12.

English 2600: A Scientific Program in Grammar and Usage

By Blumenthal. \$2.60. Harcourt.
This is the first "programmed" workbook in English grammar, a direct outgrowth of recent research in learning theory.

McGraw-Hill Handbook of English

By Shaffer and Shaw. 2nd ed. \$3.36. McGraw.

Advanced Composition: A Book of Models for Writing

By Warriner & others. \$3. Harcourt.
A collection of about 50 models for writing, each illustrating a specific writing technique or point of rhetoric.

Shefter's Guide to Better Compositions

By Shefter. 60 cents. Pocket Books, Inc.

Developing Your Vocabulary

By Witty and Grotberg. \$1.15. S.R.A.

Refresher Speller

By Chew. \$1.92. Allyn and Bacon.
A speller for secondary grades consisting of words most commonly misspelled by the average secondary student.

The Story of Language

By Pei. Paper, 75 cents. New Am.
Introduction to linguistics.

Literature Anthologies

Cardinal Newman rev. ed. Harcourt.
Adventures in American Literature, by Sister Anna Mercedes, S.C. & others, \$4.80; *Adventures in Appreciation*, by Brother Basilian Richard, F.S.C. & others, \$4.48; *Adventures in English Literature*, by Connolly & others, \$4.96; *Adventures in Reading*, by Sister Marie Theresa, S.C. & others, \$4.36.

Short Stories for English Courses

By Mikels-Munn. \$3. Scribner.

Vanguard

By Pooley & others. Gr. 9. Scott.
Anthology for less able readers. Co-ordinated with *Vanguard is Tactics in Reading*, a book of skill-building exercises.

Canterbury Tales of Chaucer

Translated by Lumiansky. 60 cents. Pocket Books, Inc.

Ethan Frome

By Wharton. Sch. ed. \$2.20. Scribner.

Henry IV, Part I

By Shakespeare. Folger Library Series. Ed. by Wright and La Mar. 1961. 45 cents. Washington Square.

Henry IV, Part II

By Shakespeare. Folger Library Series. Ed. by Wright and La Mar. 1961. 45 cents. Washington Square.

Ivanhoe

Ed. by Estes and Howe. 1961. Cloth. \$2.64. Paper, \$1.64. Prentice.
Includes the shortened novel plus two supplementary units of short stories, verse, and non-fiction—a miniature anthology of materials grouped around the central theme of the main classic.

A Tale of Two Cities, ed. by Estes and Wyndham, 1961, follows the same format.

HOME ECONOMICS

Building Your Home Life

By Wallace and McCullar. \$4.80. Lippincott.
Introductory home economics course.

Homemaking for Teenagers, Book I

By McDermott. \$4.60. Bennett.

Your Home and You

By Greer and Gibbs. \$4.96. Allyn and Bacon.
General text covering the seven areas of homemaking. The subject matter and practical activities recognize the student as a family member and a modern consumer.

Dress

By Oerke. \$4.96. Bennett.
New illustrations, methods, and fabrics bring this book up to date.

How to Tailor

By Schwebke. \$5.50. Bruce.
Custom tailoring for women's suits, coats, and skirts, and men's sport coats.

Food for Better Living

By McDermott & others. \$5. Lippincott.

Mealtime

By Oerke. \$4.96. Bennett.
For advanced high school foods and nutrition classes.

Furnishing Your Home

By Austin and Parvis. 1961. \$3.48. Houghton.

Homes With Character

By Craig and Rush. Rev. ed. Heath.
Presents home planning from the point of view of family needs, interests, and individual tastes.

The Seventeen Book of Young Decorating

By the editors of *Seventeen* magazine. \$4.95. McKay.
A decorating book for those with imagination and little space or money.

Family Nursing and Child Care

By Riehl. 1961. \$4.80. Bennett.

Home Nursing Handbook

By Fleming and Benson. Heath.
Provides student experiences for developing home-nursing skills, and understanding patient's emotional problems.

Living and Learning With Children

By Smart. 1961. \$3.24. Houghton.
High-school level treatment of the complex subject of children's mental, physical, and character development.

JOURNALISM

News in Print

By Post and Snodgrass. 1961. Allyn and Bacon.
Textbook for high school journalism—or handbook for students concerned with production of high school newspaper. One semester course.

Today's Journalism for Today's Schools

A text-workbook for journalism classes, high school newspaper staffs, journalism clubs, and graphic arts classes. Principles are put to use in exercises. Singer.

LANGUAGES

Latin

By Wheelock. 2nd rev. ed. \$4. Barnes & Noble, Inc.
An introductory course based on ancient authors.

Using Latin, Book One

Revised by Gummere and Horn. Scott.

Teach Yourself More German

By Wells. \$2.50. McKay.
Gives an insight into German literature.

Teach Yourself Everyday French

By Wilson. \$2.50. McKay.
Emphasis on conversational idioms and phrases for the student who knows the rudiments of French.

Larousse De Poche

90 cents. Pocket Books, Inc.
An all-French dictionary containing 32,000 words with sections on grammar, geography, and biographical sketches.

The Traveler's Phrase Book: French-English, Anglais-Français

By Crocker. 1961. 60 cents. Washington Square Press, Inc.

The Traveler's Phrase Book: Spanish-English, Ingles-Espanol

By Nobel and Crocker. 1961. 60 cents. Washington Square Press, Inc.

Let's Sing Songs

By Vigneras and Himel. \$4.95. Ottenheimer.
Sets of records and songbooks in French and Spanish. The words are taught first, then combined with the tunes.

A First Spanish Course

By Huebener & Guerra. Heath.
Graded exercises, pronunciation drills, oral activities, and basic reading passages. Teacher's manual and key available.

First Workbook of Spanish

By Richards. 45 cents. Pocket Books, Inc.
Teaches how to write in Spanish.

Cuentos Y Narraciones en Lengua Espanola

Ed. by de Onis. 1961. 60 cents. Washington Square Press, Inc.

Entender y hablar español

By La Grone & others. 1961. Holt.
Understanding and Speaking Spanish includes the text with 20 units, the teacher's manual, and tapes.

Vamos a hablar español

By López and Brown. Rev. ed. Heath.
Beginning text for gr. 9. A conversation grammar with an oral-aural approach.

Modern Italian Grammar

By Jones. \$5.50. McKay.
Aims to provide a complete course in Italian and to serve as a reference work for the advanced student.

Secondo corso d'italiano

By Russo. Heath.
Second book in a new (1960-61) series, oriented toward the oral approach. Many exercises, readings, and songs.

Basic Russian

Russian grammar Book I, at \$4.25, and Book II, at \$5, are designed especially for first and second year high-school classes. Pitman.

Modern Russian Reader

Ed. by Hingley. Paper, \$1.45. New Am.
Textbook of representative contemporary Russian writing, with notes and vocabulary. For second-year students.

Russian Introductory Course, Part I

By Poltoratzky and Zarechnak. Lessons 1-12. \$4.50. (Part 2, Lessons 1-12, in preparation.) Charts and tapes available. Bruce.

RELIGION

Foundations of Christian Belief

By Stanford, O.S.A. Paper, \$1.95. Cloth, \$3.75. Newman.

An introductory course in apologetics for high-school seniors and junior college students. Contains review questions, glossary, and bibliography.

Wisdom Shall Enter

By Trese. 95 cents. Fides.
A course in Catholic apologetics.



Sister Janet's bulletin board in the library at Trinity High School, Bloomington, Ill.

The Fides CCD Series

Adapted by Giese from the Christian Life Series. \$1.75 each. Fides.

This series fulfills the requirements of the Confraternity of Christian Doctrine high-school religion program for weekly one-hour classes. Teacher's guide for each book is available.

Series includes:

Book 1: *On the Way to God* (Liturgical approach).

Book 2: *God's People* (Biblical approach).

Book 3: *God and Man* (Theological approach).

Book 4: *Christ, the Church, and the World*.

Fides Picturebacks

30 cents each. Fides.

Marriage; The Rosary; Prayer for Millions, by Link, S.J.; *The Eucharist*. Each features a streamlined format, a pictorial approach, penetrating ideas, and discussion questions.

MATHEMATICS

General Mathematics

By Mallory & others. 2nd ed. Singer.
Socially useful mathematics to help prepare students for competent citizenship.

Understanding Arithmetic

By Reckless. 1961. \$3.76. Prentice.
Remedial arithmetic for high school.

Mathematics in Daily Use

By Hart & others. 3rd ed. \$4.20. With teacher's ed., \$4.20. Teacher's manual, 60 cents. Heath.
For gr. 9, a foundation in arithmetical concepts and skills, and introduction to algebra and geometry.

Algebra One

By Hayden and Finan. 1961. Allyn and Bacon.
Optional sections in most chapters and special projects make it adaptable for students of various levels of ability.

First Course in Algebra

By Mallory & others. 1961. Singer.
Natural transition from arithmetic to algebra. Exercises for average students, and additional material for above-average students.

Modern Elementary Algebra

By Nichols and Collins. 1961. \$4.08. Holt.

Algebra: Its Big Ideas and Basic Skills

By Aiken & others. Modern Mathematics Ed. Book I, \$4.12. Book II, \$4.36. McGraw.

Weaves newly recommended content in modern mathematics into logical organization which has been used successfully in earlier editions.

Advanced Algebra

By Edgeton and Carpenter. Rev. by White. 1961. \$4.24. Allyn and Bacon.

Designed to give a year's course in mathematics to seniors in high school. Includes the core of the regular high-school trigonometry course and an introduction to analytic geometry and calculus.

Contemporary Algebra and Trigonometry

By Griswold & others. 1961. \$4.96. Holt.

Geometry

By Goodwin & others. 1961. Merrill.
A complete course in beginning geometry.

Solid Geometry

By Avery. Rev. by Stone. \$3.68. Allyn and Bacon.

Includes informal geometry, lines and planes, loci in space, polyhedrons, cylinders and cones, and the sphere.

Geometry

By Fehr and Carnahan. Heath.
Standard Euclidean plane geometry, co-ordinate geometry, and some solid geometry.

Advanced High School Mathematics

By Vannatta and Carnahan. 1961. \$4.96. Merrill.
Analytic geometry, plane trigonometry, and college algebra have been integrated with computation theory, statistics, and sets.

Modern Mathematics: Topics and Problems

By Aiken and Beseman. \$1.60. McGraw.
A paperback supplement designed to offer extensive treatment of new modern content.

The New Mathematics

By Adler. Paper, 50 cents. New Am.

SCIENCE

General Science for High School

By Painter & others. Mentzer.
Thoroughly revised to fit the new trends in general science at the freshman level, yet it retains simplicity and directness of presentation.

Science, Book 3: Discovery and Progress

By Davis & others. 1961. Gr. 9. \$4.88. Holt.
This revision includes two new units on space science and atomic energy. Teacher's manual available. *Directed Study Guide for Book 3*, \$1.64. Mastery Tests, 36 cents.

General Science Workbook and Laboratory Guide

By Smith. 1961. \$2. Lippincott.

Science for Progress

By Ames & others. 2nd ed. \$5.24. Prentice.
A general science text for gr. 9.

Science for the Space Age

By Smith and Vance. 1961. \$4.96. Lippincott.
Ninth grade general science text.

General Physical Science

By Mallinson & others. \$5.84. McGraw.
Integrated presentation of chemistry, physics, geology, and astronomy.

Modern Earth Science

By Ramsey and Burckley. 1961. \$4.96. Holt.
Study of the physical characteristics and forces of the earth.

Modern Earth Science

By Ramsey and Burckley. 1961. \$4.96. Holt.
Study of the physical characteristics and forces of the earth.

Modern Space Science

By Trinklein and Huffer. 1961. \$4.96. Holt.
Builds around the unifying theme of astronomy and brings into focus the relationship of biology, chemistry, physics, and mathematics to man's understanding of outer space.

Health and Fitness for Modern Living

By Fait. 1961. Allyn and Bacon.
This text, suitable for several levels of ability and interest, emphasizes the problems of health.

Living in Safety and Health

By Jones. 1961. \$4.60. Lippincott.

Biology — Inquiry Into Life

By Taschdjian and Father Hubbert, O.S.A. Mentzer.
A new synthesis of biology for the Catholic high school. It reveals a unified, purposeful view of the universe of living things.

Laboratory and Field Studies in Biology

By National Academy of Sciences — National Research Council. \$1.80. Holt.

Chemistry in Action

By Rawlins & others. 4th ed. With laboratory manual, handbook, tests, and keys. Heath.

Chemistry for Our Times

By Weaver and Foster. 3rd ed. \$5.72. McGraw.
Retains emphasis on principles and presents chemistry as coherent, organized science.

Chemistry for the Space Age

By Posin. 1961. \$5.40. Lippincott.

Chemistry — Man's Servant

By Flidner and Teichman. 1961. \$5.48. Allyn and Bacon.
Conventional presentation of chemistry, plus a final unit of seven chapters devoted to applications of chemistry in such fields as agriculture, health, plastics building, and photography.

Experiments and Activities in Chemistry

By Posin. 1961. \$2. Lippincott.

Experiments and Activities in Physics

By Renner and Packer. 1961. \$2. Lippincott.

Physics

By the Physical Science Study Committee of Educational Services, Inc. \$5.60. Teacher's Resource Book and Guide, \$10. Laboratory Guide, \$1.36. Heath.

Physics Problems

By Castka and Leffer. 1961. \$3.40. Holt.
Particularly valuable for students preparing for advanced examinations.

Physics for the Space Age

By Schulz and Lagemann. 1961. \$5.60. Lippincott.

SOCIAL STUDIES

Building Citizenship

By Hughes and Pullen. 1961. \$4.80. Allyn and Bacon.
A civics text covering local, state, and national levels of government as well as economics, and social problems.

Building Our Life Together

By Arnold, Banks, and Smith. 7th ed. \$4.36. Row, Peterson.
This book teaches active citizenship, providing an up-to-date interpretation of the social and economic foundations of American life and democracy.

The Challenge of Democracy

By Blaich and Baumgartner. 4th ed. \$5.96. McGraw.
Alerts students to problems and goals of community, nation, and world.

Citizenship in Action

By Painter and Bixler. \$4.72. Scribner.

Living in Today's World

By Roth, Hobbs, and Drake. 1959. \$4.60. Laidlaw Brothers.
Social studies text for junior and senior high schools.

Magruder's American Government

Revised by McClenaghan. 1961. \$5.44. Allyn and Bacon.

Our American Government

By Dimond and Pfieger. 1961. \$5.20. Workbook, \$1.40. Lippincott.

Problems and Opportunities in a Democracy

By Father Cronin, S.S. Mentzer.
A 1961 revision of a senior high school problems course. A completely up-to-date treatment of sociology, economics, political science, and international relations.

Understanding Our Times

By Walker & others. 1961. Singer.
A textbook in social problems describing how America has changed from an agricultural to an industrial society and how big business and big government have grown side by side.

Sociology and Social Problems

By Ross. Rev. ed. \$3.96. Bruce.
Catholic high-school text on the basic theory of modern American society as it pertains to family, Church, school, work, and state. A one-semester course.

Youth Faces American Citizenship

By Alilunas and Sayre. \$5.20. Lippincott.

American Catholicism

By Ellis. \$1.25. Teacher's guide, by Brother Fabian, F.S.C., \$1, or free with every 25 copies of the main text. Rand McNally & Co.

Discusses the history of the Church in the United States, and the contribution of the Church to American culture.

The Adventures of the American People

By Graff and Krout. \$5.56. Study guide, \$1.48. Teacher's manual, 96 cents. Rand McNally & Co.
Main theme is the rise of U. S. to world leadership. Contains color maps and illustrations.

The American People: Their History

By Ver Steeg. \$5.96. Row, Peterson.
A complete United States history which develops concepts underlying historical trends and events.

Freedom Under Law

By Planer and Neff. Bruce.
A United States history text which expresses Christian respect for individual rights and private aspirations for a better life.

The Making of Modern America

By Canfield and Wilder. \$5.60. Houghton.

Rise of the American Nation

By Todd & others. John Carroll edition. \$5.60. Harcourt.
American history with ninth grade reading level.

Story of America

By Harlow and Noyes. 1961. \$5.60. Holt.
U. S. development from 13 colonies to 50 states, within a chronological framework.

Changing Eastern Lands

By Sister M. Rita, S.S.J. 1961. \$3.60. Doubleday.
A study of major regions of Asia and Africa. Teacher's edition, manual, and workbook available.

Lands of the Eastern Hemisphere

By McCarthy & others. 1961. \$3.72. Doubleday.
A survey of distinctive and dominant characteristics of the major geographic regions of the East-

ern Hemisphere. Teacher's edition, manual, and workbook available.

Lands of the Western Hemisphere

By Sister M. Veronica, O.S.F. \$3.45. Doubleday.
Treats each region of the Western Hemisphere. Discusses the cultural, physical, economic, and political aspects of the geography. Teacher's edition, manual, and workbook available.

Europe and the Mediterranean

By Sister M. Xaveria, I.H.M. \$3.45. Doubleday.
Human, physical, economic, and political factors of each region discussed. Teacher's edition, manual, and workbook available.

The History of Our World

By Boak & others. 1961. \$5.80. Houghton.

Man and His History

By Hoffman & others. Rev. \$3.96. Doubleday.
This is the history of the civilization whose roots go back to Rome, Athens, Jerusalem. Teacher's manual, testing program, and supplementary readings available.

Our Widening World

By Ewing. \$5.56. Study guide, \$1.48. Teacher's manual, 96 cents. Rand McNally & Co.
Equal emphasis placed on the history of seven great civilizations: Far Eastern, Indian, Moslem, Slavic, Western European, Anglo-American, and Latin American.

The Record of Mankind

By Roehm & others. 2nd ed., \$5.76. With pupil's study guide, tests, teacher's manual and key. Heath.

World history from dawn of civilization to 1961, cultural and political. Comprehensive coverage of post-World-War-II era.

SPEECH AND DRAMA

Effective Public Speaking

By Prochnow. 45 cents. Pocket Books, Inc.

Modern Speech

By Irwin and Rosenberger. 1961. \$4.60. Holt.
Geared to the interest of today's teen-agers in the possibilities of TV and radio careers.

The Stage and the School

By Ommanney. 3rd ed. \$5.20. McGraw.
Presents the elements of dramatics and a new section on radio, television, and movies.

Fifteen American One-Act Plays

Ed. by Kozelka. 1961. 60 cents. Wash. Sq.

Three Comedies of American Family Life

Ed. by Mersand. 1961. 60 cents. Washington Square.
Includes *Life with Father*, *I Remember Mama*, and *You Can't Take It with You*.

Three Dramas of American Individualism

Ed. by Mersand. 1961. 60 cents. Wash. Sq.
Includes *Golden Boy*, *The Magnificent Yankee*, and *High Tor*.

Three Dramas of American Realism

Ed. by Mersand. 1961. 60 cents. Washington Square.
Includes *Idiot's Delight*, *The Time of Your Life*, and *Street Scene*.

Great Irish Plays

Ed. by Barnet & others. 1961. Paper, 75 cents. New Am.

GRADES IX TO XII LIBRARY

ART

American Building Art

By Condit. \$12.50. Oxford.
Story of the ways American engineers and architects contributed to the growth of building technique and construction in the nineteenth century.

A Pocket Book of Great Drawings

By Sachs. 1961. 60 cents. Washington Square Press, Inc.

A Picture History of Painting

By Janson. 1961. 90 cents. Washington Square Press, Inc.

BIOGRAPHY

Citadel of Good

By DeWohl. \$4.50. Lippincott.
Historically accurate novel of St. Benedict.



A visit to a book store can be an enriching experience for any class.

Divine Masterpieces

Translated, ed. by Father Sullivan, S.J. St. Anthony.

Short studies of St. Mary Magdalen Postel, Blessed Angela of Foligno, St. Margaret Mary Alacoque, St. Teresa of Avila (written by Pope St. Pius X), St. Louise de Marillac, and others.

Francois De Sales

By De La Bedoyere. \$4. Harper & Brothers. Tells of St. Francis' heroic missionary work and his devotion as a pastor and counselor.

Popular Patron Saints

By Sharkey and Sister Loretta Clare. \$3.75. Bruce. Collection of popular saints' lives.

St. Paul of the Cross

By Almeras. Translated by Bouchard. \$3.95. Doubleday. Biography of the founder of the Passionists.

Father Baker

By Anderson. \$3. Bruce. First biography of the founder of Our Lady of Victory Homes of Charity in Buffalo, N. Y.

Father Dave

By Schoenberg, S.J. \$3. Bruce. Biography of a famous Jesuit author-educator who lived from 1889 to 1958.

The Heart of Father Damien

By Jourdain. \$1.25. Guild Press, Inc.

A Nun With a Gun

By Doherty. \$3.50. Bruce. A whimsical, fast-moving story of Sister Stanislaus Malone, a Sister of Charity who was the heart of Charity Hospital in New Orleans.

Something for God

By Lyons, M.M. \$3.50. Kenedy. Life of a Maryknoll missionary Brother in the jungles of Bolivia.

The Sisters of Charity of New York: 1809-1959

Ed. by Sister Marie De Lourdes, S.C. \$12.50. Fordham University Press.

Running Waters

By Newcomb. \$3.50. Dodd, Mead. A reprint of the story-biography of the foundress of the School Sisters of Notre Dame.

Treasure in a Field

By Sister M. Fidelis, S.N.D. \$3.95. Bruce. Biography of a beautiful eighteenth century girl who as Mother St. Joseph was cofoundress of the Sisters of Notre Dame de Namur.

Doctor Tom Dooley, My Story

By Dooley, M.D. \$2.95. Farrar. The famous doctor's account of his mission in Laos. Ages 12-16.

Facts About the President

By Kane. Abridged. 50 cents. Pocket Books, Inc.

Margaret Roper

By Reynolds. \$3.95. Kenedy. Biography of the eldest daughter of St. Thomas More.

Jack London, Sailor on Horseback

By Stone. 1961. 50 cents. Pocket Books, Inc.

William Blake

By Daugherty. \$4. Viking. The story of his life as if written by a dear friend who had known Blake from childhood to old age. Illustrated with reproductions of Blake's drawings.

The Young Caesar

By Warner. Paper, 50 cents. New Am.

FICTION

The Lady From Toledo

By Fray Chavez, O.F.M. \$3.95. Academy. A novel about the Indian uprising against Santa Fe in 1680.

The Saracen Steed

By Gladd. \$3. Dodd, Mead. When the Saracens invade France in the eighth century, a runaway, Saracen battle charger is aided by a Frankish boy, and a thrilling adventure begins.

The Young Conquistador

By Nevins. \$3. Dodd, Mead. In diary form, a Spanish boy records his thoughts and observations as a small band of Spaniards lands on the American mainland and sets out to overthrow the Aztec empire.

Johann of the Trembling Hand

By Koob. \$2.95. Bruce. Story of a bewildered, handicapped young man and the girl who helped him, set in the surroundings of the famed Oberammergau Passion Play.

By Marvelous Agreement

By de Jong. \$2.95. Knopf. Roza, a Dutch war orphan, comes to live with an American family. Ages 12-16.

Turquoise Rosary

By Jacks. A Catholic Treasury Book. \$2. Bruce. A young Catholic boy from St. Louis finds adventure and mystery while searching for his lost father in historic Castroville, Texas.

Ulysses and His Woodland Zoo

By Kjelgaard. \$3. Dodd, Mead. Story of the winter caretaker and lone occupant of an isolated hunter's lodge.

Mindy

By Rich. \$3. Lippincott. Maine is the fascinating setting for this junior novel.

Promised Spring

By Warwick. \$3. Dodd, Mead. Peggy Dewey was a typical high school girl, until her twin, Pat, entered the convent and she herself fell in love.

Sixteen and Other Stories

By Daly. Dodd, Mead.

The following fiction classics are available in paperback editions: *The Brothers Karamazov* by Dostoyevsky; *Fall of the House of Usher and Other Stories*, by Poe; Tennyson's *Idylls of the King*; *The Red Badge of Courage* by Crane; Dicken's *Tale of Two Cities*; Eliot's *Silas Marner*. All from New Am.

Pocket Books, Inc., offers: *The Pathfinder* by Cooper; Dicken's *Pickwick Papers*, and Hilton's *Random Harvest*. The Washington Square Press, Inc., has Austen's *Sense and Sensibility*.

GUIDANCE

Choosing Your Career

By Humphreys. Rev. 50 cents. S.R.A.

Do Your Dreams Match Your Talents?

By Packard. 50 cents. S.R.A. Gives advice to discover and make use of abilities for success.

Insight Series

It's Your Personality and It's Your Future, by Brother Philip Harris, O.S.F., & others, at \$2.64 each, are the 10th and 12th grade books in the four-book group guidance program for Catholic high schools. Harcourt.

Personality and Human Relations

By Sierra & others. 1961. \$5.75. Gregg. Text-workbook providing instruction in the basic concepts, principles, and procedures of personality development.

What Tests Can Tell About You

By Smith. 50 cents. S.R.A. Describes use of tests in planning future education and careers.

Your Personality and Your Job

By Sinick. 50 cents. S.R.A. How personality differences suggest different career choices.

Vocational Guidance Pamphlets

Titles are: *What Is Your Vocation?* (1958), and the inspirational autobiographies of *Father Raymond Attanasio* (1959), and *Sister Mary St. Gemma and Sister Mary St. Anthony* (1960). Catholic Career Conferences.

How to Get Into College

By Bowles. Cloth, \$2.95. Paper, \$1.15. Rev. ed. Dutton.

School Subjects and Jobs

By Brochard. 1961. Rev. S.R.A.
Explains which school subjects are related to certain job fields.

Should You Go to College?

By Havighurst and Diamond. 1961. Rev. 50 cents. S.R.A.

What Good Is High School?

By Mowrer. 1961. Rev. 50 cents. S.R.A.
Tells the ways in which high school prepares one for adult life and helps to enrich it.

Airline Stewardess: A Picture Story

By Engeman. \$3.50. Lothrop.
Follows the novice stewardess from her training-school days to actual flights aboard modern passenger planes.

Careers and Opportunities in Science:

A Survey of All Fields

By Pollack. \$3.95. Dutton.
Answers to questions about science given in nontechnical and informal language.

Careers in Physics

By Smith and Hole. \$5.95. Long's.
A timely revision of 1951 publication, including career opportunities and activities in the field of physics.

So You Want to Be a Scientist

By Nourse, M.D. \$3. Harper & Brothers.
Defines science and clears away much confusion about scientists and their work.

Boys

By Siekmann. \$3.95. Wagner.
A book of straight talks to teen-age Catholic boys in language they understand. Discusses problems of parent relationship, dating, temptation, etc.

Dearest Kate

By Griffith. \$2.95. Lippincott.
A Catholic girl meets the problems of morals and manners.

Let's Face It

By Archer. \$2.95. Lippincott.
A guide to good grooming for Negro girls.

RELIGION

The Bible Story

By Rev. George Johnson & others. Newly revised by Sister M. Gabriel, O.S.F., and Sister Louis Mary, O.S.F. In new format with illustrations in full color. \$2.39. Benziger.

The Holy Bible

Confraternity Version. Durable cloth-bound textbook binding for school use. 32-page section on the life of Christ. \$3.95. Benziger.

The New Testament

Confraternity Version. With phoneticized proper names, full-color illustrations, alphabetical index, glossary, footnotes, and other study aids. \$1.72. Benziger.

New Testament Reading Guide

By 14 members of the Catholic Biblical Association of America. 30 cents each. Liturgical.
Fourteen books make up this guide which covers all the New Testament books. Includes introduction, biblical text, commentary, review aids, and discussion topics.

A Short History of the Catholic Church

By Meadows. \$4.50. Devin-Adair Co.
A sweeping view of the origin and growth of the Church and its role today. Contains imprimatur. Reprinted in paper at 60 cents by All Saints Press, Inc.

The Day Christ Was Born

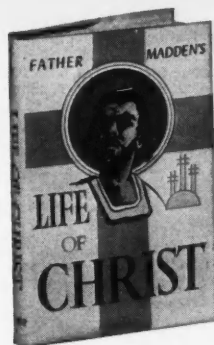
By Bishop. \$3.50. Harper & Brothers.

Lenten Meditations

By Father Greenstock. 1961. \$2.50. Bruce.

Symbols in the Church

By van Treeck and Croft. \$3. Bruce.
Reprinted handbook on Christian symbolism.



Father Madden's Life of Christ

By Madden, O.C.D. \$2.95. Bruce.
Written expressly for teen-agers in teen-age language.

The Church: A Divine Mystery

By Hasseveldt. \$4.50. Fides.
A study of the Church as God's plan for man. Accompanied by projects for work at the end of each chapter.

Many Are One

By Trese. \$1. Fides.
On the Mystical Body of Christ and the social nature of the Church.

Fundamentals of the Liturgy

By Miller, C.S.C. \$6. Fides.

Liturgy and Christian Life

By Father Clynes, O.F.M. \$4. St. Anthony.
An historical background of the liturgy, with a chapter on the Missal.

The Church at Work

Symposium edited by Spaeth. 1961. \$1. Catholic Students' Mission Crusade.

Traces the emergence of the mission apostolate from the Scriptures, the traditional teachings of the Church, and Church history, with comment on current problems.

Lay Apostolate: Some Fundamental Principles

From the writings of Pope John XXIII, Pope Pius XII, Cardinal Pizzardo, Cardinal Gracias. 45 cents. Catholic Students' Mission Crusade.

Roads to Rome

By O'Brien. 60 cents. All Saints Press, Inc.
Stories of a number of famous people and their search for spiritual happiness.

SCIENCE

Commonsense in Everyday Life

By Battista. \$2.75. Bruce.
A compendium of advice and tips about little known facts in science that can be put to use in everyday life.

Saturday Science

Ed. by Bluemle. \$5.95. Dutton.
Fifteen scientists of the Westinghouse Research Laboratories describe scientific principles and techniques.

A Structure of Science

By Simons. \$4.75. Philosophical Library, Inc.
For readers who wish further insight into the thought patterns used in science.

Ants

By Wheeler. \$17.50. Columbia.
Structure, development, and behavior of ants.

The Wonders I See

By Ferguson. \$5. Lippincott.
100 selections by a noted naturalist, intimate and informing.

Energies of the Universe

By Fritz. \$4.75. Philosophical Library, Inc.
Popularized account of natural phenomena as understood by modern science.

How to Know and Predict the Weather

By Fischer. Paper, 50 cents. New Am.

Our Atmosphere

By Loeb sack. Paper, 50 cents. New Am.

And There Was Light

By Theil. Paper, 75 cents. New Am.
History of astronomy from ancient Babylonia to today.

The Romance of Weights and Measures

By Irwin. \$3.50. Viking.
Story of the way man learned to measure his lands, the yield of his fields, and the weight of his goods. Clear, interesting line drawings.

The Saga of Flight

Ed. by Duke and Lanchbery. 1961. \$5.95. John Day.
Descriptions of flight from the theories of Leonardo da Vinci to guided missiles.

The Book of Electricity

By Gerard. \$2.50. Warne.
How and why electricity works and some of its uses.

Thunderstorm

By Bell. \$3. Viking.
After a few words about superstitions, there is a chapter on thunderheads, followed by the history of electricity and further information about lightning and precautions to be taken during an electrical storm.

SOCIAL STUDIES

The American Reader

By Angle. \$6. Rand McNally & Co.
A collection of eyewitness accounts of important events in our history by those who were there.

The Chicago History of American Civilization Series

Ed. by Boorstin. A set of six assorted titles: \$7.50. A set of five copies of a single title: \$6.25. Rand McNally & Co.

The Birth of the Republic: 1763-1789, by Morgan; *The War for Independence: A Military History*, by Peckham; *The Response to Industrialism: 1885-1914*, by Hays; *The Perils of Prosperity: 1914-1932*, by Leuchtenburg; *The New Age of Franklin Roosevelt: 1932-1945*, by Perkins; *The Price of Power: America since 1945*, by Agar.

From Sea to Shining Sea

By Johansen. \$3.95. Washburn.
Story of American family life from the time of the first settlers to the present. Told in informal style.

The Great Adventure

By Fredericks. \$4.75. Dutton.
Story of America's participation in World War I.

Great Presidential Decisions

State papers that have changed the course of history. \$7.50. Lippincott.

Our Magnificent Declaration

By Findlay. Cloth, \$2.48. Paper, \$1.52. Holt.
Annotated presentation of the Declaration of Independence.

The Alamo

By Tinkle. Paper, 50 cents. New Am.

Free Grass to Fences

By Fletcher. \$12. University Publishers, Inc.
The Montana cattle range story.

Massacre at Ash Hollow

By Reilly. Catholic Treasury Book. \$2. Bruce.
Part that Catholics played in the early history of Nebraska.

The Oregon Trail

By Parkman. Foreword by Guthrie, Jr. 1961. Paper, 50 cents. New Am.

Democracy and Its Competitors

Developed in co-operation with the North Central Association of Colleges and Secondary Schools. 40 cents. Merrill.

A concise comparison of democracy and communism with substantiated facts for defending our system.

Democracy and You

By the editors of "Current Events" and "Our Times." 28 cents. Merrill.

Covers democratic principles and practical applications of democracy.

Government Is Your Business

By Keller. 95 cents. Guild Press, Inc.

A handbook of government by the founder of the Christopher Movement.

An Evil Tree: The Story of Communism

By Mother Agnes Murphy, R.S.C.J. 1961. \$1.50. Bruce.

Discusses the theory and history of Communism through outlined lives of prominent Red leaders. Suggests means to combat Communism.

A Primer on Communism

By Cronyn. Rev. ed. \$2.95. Dutton.

200 questions and answers about the structures, principles, and operations of Communism.

What We Must Know About Communism

By Overstreet. 50 cents. Pocket Books, Inc.

Doctor Zhivago

By Pasternak. Paper, 75 cents. New Am.

Main Street, U.S.S.R.

By Levine. Paper, 50 cents. New Am.

Selections from the original edition.

Geography for Today

By the editors of "Current Events" and "Our Times." 28 cents. Merrill.

Brings students up to date on world affairs. Contains more than 60 maps.

Our Times

A senior high school weekly 16-page classroom magazine on cultural trends that create news headlines. American Education Publications.

Towards a Better Understanding of History

By Norling. \$1.95. Notre Dame.

For students who plan to enter college, especially those who will major in history. Outlines the purpose of history study, practical helps in studying.

Digging for History

By Bacon. 1961. \$7.50. John Day.

Describes excavations and findings of archaeologists all over the world from 1945 through 1959.

A Recording Eye: A Hundred Years of Great Events as Seen by the Camera, 1839-1939

By Gernsheim. \$7.95. Putnam.

The Ancient Myths

By Goodrich. Paper, 50 cents. New Am.

The Civilization of Rome

By Dudley. Paper, 50 cents. New Am.

The First 3000 Years: Ancient Civilizations of the Tigris, Euphrates, and Nile River Valleys and the Mediterranean Sea

By Falls. \$6. Viking.

Everyday affairs are emphasized to demonstrate the social customs, economy, art, and religious beliefs that shaped the various cultures.

The Story of the Olympic Games 775 B.C. to 1960 A.D.

By Kiernan and Daley. Rev. \$6. Lippincott.

War Commentaries of Caesar

Translated by Warner. Paper, 50 cents. New Am.

Life in Medieval England

By Bagley. 1961. \$3.50. Putnam.

The first volume in a new series for ages 14 & up. This book is a picture of British life from 1066 to 1485.

Decision at Trafalgar

By Pope. \$5.95. Lippincott.

16 pages of photographs, 18 battle diagrams, 21 line drawings of the battle at Trafalgar.

The Aztec: Man and Tribe

By von Hagen. Paper, 50 cents. New Am.

The Conquest of Peru

By Prescott. Paper, 50 cents. New Am.

World of the Maya

By von Hagen. Paper, 50 cents. New Am.

The Keys to Cities

Series on the past and growth to present-day importance of the cities of *Paris*; *London*; *New York*; and *Philadelphia*. \$2.75 each. Lippincott.

French Roundabout

By Bishop. \$4. Dodd, Mead.

Two American high school students have a gay and exciting introduction to life in France. Illustrated with photographs.

The Book of Knowledge

Ed. by Lowell Martin. \$139.50. Discount to schools and libraries. Grolier.

The Columbia Encyclopedia

\$35. 1959 sup. alone, \$2. Columbia.

A one-volume reference with article on proper names in the Bible; accounts of living people; articles on world municipalities, with geographical, economic, and historical information. More than 70,000 articles. 2348 pp.

Compton's Pictured Encyclopedia

15 vols. \$139.50. Yearbook to subscribers: \$2.95. Compton.

Standard encyclopedia for elementary and high schools. Articles written with special consideration for grade levels where most frequently used. Well illustrated. Fact-index of text and pictures. Continuously revised.

The Encyclopedia Americana

Ed. by Dudley. 1961. ed. \$319.50 (discount to schools and libraries). Americana Corp.

Basic reference work which includes every subject in the curricula of junior and senior high school and college.

Grolier Encyclopedia

Ed. by Lowell Martin. 1961. ed. \$119.50 (discount to schools and libraries). Grolier.

Meets the needs of students from junior high school and beyond.

Richards Topical Encyclopedia

Ed. by Thomas Goethals, Jr. 1961 ed. \$129.50 (discount to schools and libraries). Grolier.

Topical arrangement enables distribution of volumes among classes in science, social studies, English, mathematics, applied sciences, art and music, and others.

The New Pocket Roget's Thesaurus in

Dictionary Form

Ed. by Lewis. 1961. 60 cents. Washington Square Press, Inc.

Thorndike-Barnhart High School Dictionary

Ed. by Barnhart. Gr. 9-12. Scott.

Current Biography Yearbook 1959

Ed. by Moritz. 20th annual vol. \$6. Wilson. Includes 295 biographical sketches of newsworthy personalities from 41 professional fields.

The Columbia Lippincott Gazetteer of the World

Includes long, comprehensive articles on nations, continents, regions, and major cities of the world, ancient as well as modern. Contains geographic features. 130,000 articles. 2158 pp. \$65. Columbia University.

Spanish Roundabout

By Daly. \$3. Dodd, Mead.

An up-to-the-moment picture of Spain today, with interesting sidelights of its colorful past.

Five Hour Series

Supplementary readers divided for use in five discussions. Catholic Students' Mission Crusade.

Latest titles are: *Brazil in Five Hours*, by Bishop Rossi & others. 60 cents. Latin American history and current events; *Africa in Five Hours*, ed. by Spaeth. 1961. 50 cents. A brief over-all study of present situations and their relation to the Christian apostolate.

Latin America: Pattern for the Sixties

By Father Hoffman, O.F.M.Conv., and Miss Magner. 1961. 75 cents. Catholic Students' Mission Crusade.

Present situation of the Catholic Church in Latin America and historical backgrounds.

An Introduction to Japan

By Webb. Paper, \$1.25. Columbia.

Describes the land and its people and relates its history.

FOR REFERENCE

Current History Review of 1959

By the editors of *Current History*. \$4.95. Rand McNally & Co.

Review of the major national and world events of 1959, arranged alphabetically by country and chronologically by date.

Lands and Peoples

Ed. by Helen Merrick. 1961 ed. \$69.50 (discount to schools and libraries). Grolier.

Social studies enrichment reference and reading about countries and peoples of the world.

Historical Fiction

By Logasa. 7th rev. \$6.50. McKinley.

More than 1200 new titles have been added to this list.

Historical Non-Fiction

By Logasa. \$6.50. McKinley.

Organized, annotated, supplementary reference.

The Catholic Periodical Index

Ed. by Sprug. Quarterly, cumulated biannually. Service basis subscription. C.L.A.

Complete author-subject index of 107 leading Catholic journals, magazines, and periodicals, American and foreign. Another 115 titles are indexed selectively.

The Guide to Catholic Literature

Ed. by Sprug. \$4 paper annuals; back hardcover volumes 1888-1959 from \$10 to \$20 each. C.L.A.

Complete author-subject-title bibliography and index to thousands of Catholic books and works.

Granger's Index to Poetry

Titles, first lines, and authors of poems listed. \$35. Columbia U.

The Reader's Adviser and Bookman's Manual

By Hoffman. 9th ed. \$15. Bowker.

A source book for information about literary periods, famous authors and works, reference books, and literary trends.

The Book of Popular Science

Ed. by Lowell Martin. 1961. ed. \$89.50 (discount to schools and libraries). Grolier.

This reference set is double-starred (**) in the AAAS Science Book List.

Handbook of Chemistry and Physics

42nd ed. \$12. Chemical Rubber Co.

A one-volume reference covering mathematics, physics, and chemistry. 3400 pages of data, classified under five indexes.

The McGraw-Hill Encyclopedia of Science and Technology

15-volume set. \$175. McGraw.

(This booklist is continued on page 106 and following)



Charlie
the Destroyer

HE CAN'T PULL A LEVOLOR VENETIAN BLIND DOWN

Because, not only are LEVOLOR installation brackets made of heavier, stronger metal, but LEVOLOR installation brackets have a two-way safety catch. Even when not completely locked, the blind cannot come down.

Information that insures the best installation possible is a service all LEVOLOR representatives will give you. They will submit a prospectus covering every detail of your Venetian Blind installation—help with the specifications and make a final inspection after the blinds are installed. It is a service that guarantees good specifications and good Venetian Blinds.

LEVOLOR VENETIAN BLINDS

AUDIO-VISUAL

CONVENTIONAL

SKYLIGHT

Levolor Lorentzen, Inc., 720 Monroe St., Hoboken, N. J.



TORO

Park Special*

*** makes molehills
out of mountains!**

Talk about a hill climber—you're talking about the mower you see right here. It can climb up any hill you can walk up—and that's just one of its talents.

Trimming close is another specialty. Easy handling and maneuverable, too.

And it turns mountainous maintenance costs into molehills. Compare it with any other mower of its size and type, and you'll see.

This is the Toro Park Special: 30 inches of rugged 8-inch diameter reel with 6 blades double-riveted to malleable spiders . . . a 5¼ hp engine . . . ground-hugging 3.00 x 7 pneumatic tires with large caster-wheels in front . . . individual traction and reel clutches with full differential on traction wheels—and optional equipment that includes reverse, electric starting, riding sulky, and grass catcher.

See the Park Special at your nearby Toro distributor's. He's listed in the Yellow Pages under "Lawn Mowers."

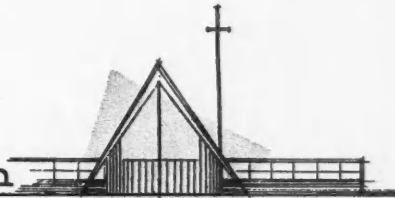
(You can lease it for a few cents an acre under the new Toro Fleet Finance Plan. Write Toro Manufacturing Corp. for complete facts!)

TORO

TORO MANUFACTURING CORPORATION
3010 SNELLING AVENUE, MINNEAPOLIS 6, MINN., U.S.A.

This special Catholic Management Section will be included in the CATHOLIC SCHOOL JOURNAL five times a year — in February, April, June, September, and November — as a special service for all the administrators and supervisors of Catholic schools and institutions.

Catholic Management Section



FEBRUARY, 1961

ADMINISTRATION

Stir Up the Apostolic Fire!	Rev. Robert G. Howes	83
Guides for School Bus Legislation	Rev. Patrick E. Shanahan, Ph.D.	85
Microfilming Records for Diocesan Schools	Rt. Rev. Msgr. Edmund J. Goebel, Ph.D.	89
Long-Range Planning — an Essential in Management	William H. Conley, Ph.D.	90
Future Changes in Liberal Arts Colleges? ...	Rev. Daniel W. Kucera, O.S.B.	92
Data Processing at Dayton U.	Dick Beach	93
The Advantages of a State Association for Catholic High School Principals	Rev. Richard D. Rossiter	94

BUILDING

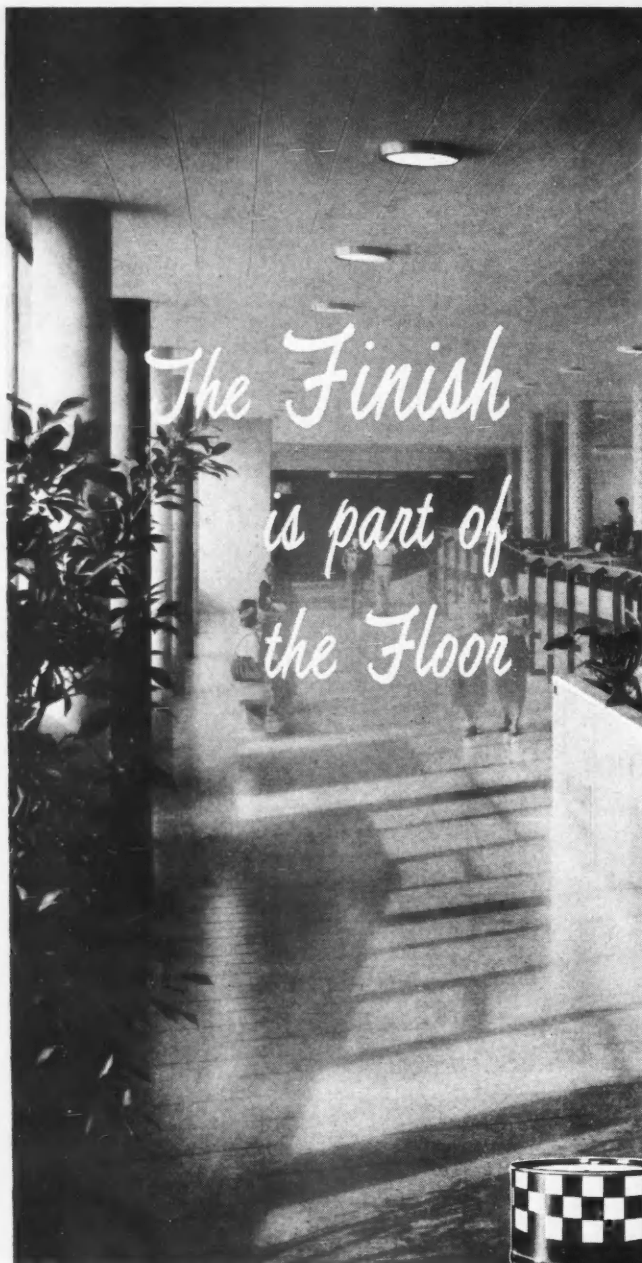
St. Francis High School, Wheaton, Ill.	96
---	----

MAINTENANCE

Hiring the Custodian	Bro. Leo V. Ryan, C.S.V., Ph.D.	99
Problem Clinic		101

FOOD SERVICE

Managing the Parish Fish Fry	Thomas J. Farley	102
New Sauces Add Zest to Fish Dinners		103
Food Service Notes		104



*The Finish
is part of
the Floor*

ON TERRAZZO • WOOD • ASPHALT
RUBBER • VINYL • CONCRETE
OR GYMNASIUM—

You'll Finish Ahead with
HILLYARD

BRANCHES AND WAREHOUSES IN PRINCIPAL CITIES

San Jose, Calif. ST. JOSEPH, MISSOURI Passaic, N.J.



Terrazzo, like any floor, is subject to damaging wear unless it is maintained with proper surface protection. Hillyard specialized treatments form a natural partnership with the flooring—reinforce the critical wearing surface—hold or restore "new floor" beauty and save many dollars in longer wear and simplified, labor saving maintenance. Follow the recommendations of the architect, flooring manufacturer or flooring association and you'll always be money ahead. While N.T.M.A. grants no approvals, contractor member firms widely approve and use the following terrazzo treatments. Compare official specifications* of the National Terrazzo and Mosaic Association against the performance of Hillyard treatments.

Recommended: "Fill the original pores . . . Terrazzo is benefited by a penetrating (non-varnish) seal."

Hillyard Super ONEX-SEAL® protective seal for terrazzo gives a color-bright surface needing no further finish. UL listed, non-slip.

Recommended: "Use a neutral liquid cleaner as recommended by member firms of the N.T.M.A."

Hillyard SUPER SHINE-ALL® is a neutral chemical liquid cleaner that thoroughly cleans and brightens without harm to terrazzo or its matrix. UL listed, non-slip.

Recommended: "CAUTION: Sweeping compounds containing oil . . . are not only a fire hazard, but will penetrate and permanently discolor terrazzo."

Hillyard SUPER HIL-TONE® is a non-greasy dressing that leaves terrazzo, wood and other type floors dust free and lustrous. UL listed, relating to fire hazard.

*"Terrazzo Maintenance" published by N.T.M.A., Washington, D. C. NTMA Flash, July 17, 1959.

Let the Hillyard "Maintainer®" serve on your team. Here's the man who can size up your floor problems, recommend treatments that meet manufacturer or association specifications. He's

"On Your Staff, Not Your Payroll"
Since 1907

HILLYARD St. Joseph, Mo. Dept. E-2

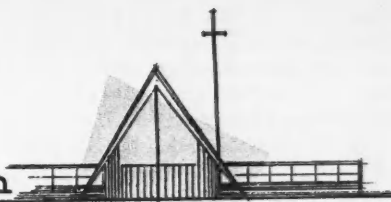
- ☐ Please send treatment recommendations for terrazzo.
☐ Please have the Maintainer call. No obligation!

Name.....

Firm or Institution.....

Address.....

City..... State.....



FEBRUARY, 1961

All the world needs Christ's gospel . . .
but never so desperately as when evil springs
up to choke it and men turn aside in apathy.
We dare not be lukewarm! Our priests must

Stir Up the Apostolic Fire!

By Rev. Robert G. Howes

*Diocese of Worcester
Master in City and Regional Planning
Massachusetts Institute of Technology*

● ONE OF THE STRONGEST warnings in Scripture is directed at the lukewarm. There is mounting evidence from *Middletown*¹ to *Northern Parish*² that we Catholics are not changing the world. After decades of denouncing "secularism," many of us are in fact as secularist as the rest of our society. What is the impact of priests on the public mores of the nation? While remaining in theory apostles, have we priests become, in fact, lukewarm?

Shortly after World War II, Emmanuel Cardinal Suhard lifted great banners of practical religion in Paris. "We cannot conceive," said His Eminence, "of a spirituality abstracted from the contacts and influences of

daily life, work, pleasure, housing, the common opinion of friends, the outpourings of the cinema, the press, and the wireless. Sooner or later, the problem of reconciling life and spirituality arises."

With brilliant and recurring emphasis, our leaders have told the American people precisely the same thing. No important segment of life is beyond the interest and the moral direction of the Church. In practice, Catholics have shied away from details. We have climbed the comfortable plateaus of platitude and let the world move out increasingly far from our altars. In my own experience with city and regional planning, for instance, I have been time and again dismayed by such questions as: What on earth are you doing in this field? What business has the Church in this area? What business indeed when planners propose to remake our com-

munities or, at least, to shape the togetherness of our people for generations to come. In short, while we have denounced secularism with our lips, too often we seem to have accepted it in our hearts and our heads.

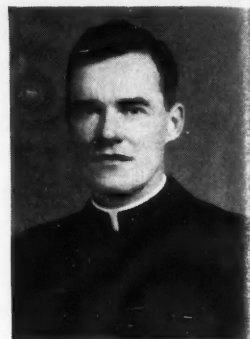
In every generation there have been critics who charge that the priesthood has lost much of its savor when it comes to salting the public with Catholic moral details. Such a charge here is new only in the currency of its direction. Certainly no one analyzing American life today could rightly accuse us as priests of being a major influence in it. I propose only to probe the problem here, not to exhaust it. As a veteran of nearly a decade of priestly work at all levels—parochial, diocesan, national—I ask myself and my confreres: What impact do we, particularly the parochial clergy, have at this moment on the American public?

¹*Middletown in Transition: "A Study of Cultural Conflicts,"* by Robert S. Lynd and Helen Merrell (New York: Harcourt, Brace, 1937).

²*Northern Parish: "A Sociological and Pastoral Study,"* by Joseph B. Schuyler, S.J. (Chicago: Loyola University Press, 1960).

REV. ROBERT G. HOWES is the Bishop of Worcester's representative for community relations. An unusual qualification for his position is his Master in City Planning degree from Massachusetts Institute of Technology. He also holds degrees from Holy Cross College and St. Louis University. After serving four years with the U. S. Army Intelligence during World War II, he entered the seminary and was ordained in 1951.

He is the author of *Crisis Downtown*, a pioneer study of urban renewal published by National Conference of Catholic Charities, and *The Niagara Declaration* which calls for Church action in areas of housing and planning. He is a former director of the Christophers, National Catholic Rural Life Conference, and Catholic Broadcasters Association.



What Can Priests Do?

There is no priest among us who cannot recall that apostolic minute in his seminary training when he understood for the first time that his parish would by canon law extend to all the souls, Catholic and otherwise, living within its territorial bounds. And yet in practice, how many parishes are *de facto* organized on this basis? The excuses are only too well known: no time, more important tasks, practical impossibility.

Yet, even with such deterrents, there are things that can be done now. There are pastors who make a point of leaving their car in the garage and walking down to the store each day for a newspaper just to get a chance to contact people not of their faith. The men's club of one parish conducts once a year a speaking supper with its counterpart in the Congregational church nearby. There are priests who regularly attend town meetings and other civic sessions in their communities. Some curates consider their first extracurricular activity in a new parish is to become acquainted with the local librarian and, through her, the neighborhood. At some Catholic churches the wonderful old custom of the handshake after Sunday service is practiced despite the little extra effort it requires. One Catholic parish is located near a topnotch Episcopal church school. One pastor chose to ignore this school. His successor has been distinguished by his frequent presence there, by his friendship with the headmaster, by his tactful zeal for the welfare of Catholic boys attending the school. There are priests with parochial schools who make a point of stressing over and again to their people the need for assuming specific responsibility toward the public schools of the community.

On the other hand, one cannot help but recall the assessment of church influence in *Middletown in Transition*. Calling frank attention to "the gap between religion's verbalizing and Middletown's life," the authors go on to charge: "The churches of Middletown present the negative face of the community, or are silent, or talk such generalities that their position is equivocal." More recently, Dr. Eugene Carson Blake, leader of American Presbyterianism, put the same thought in other words. "The church or the churches have been one way or another pushed to the periphery of the real areas of decision," said Dr. Blake. "The churches stand at one side, silent and irrelevant, except when they may be exploited on one side or another of the contest for power." What to do about it? Only a bare minimum of details is listed above. Actually, a parable of the stamp collector seems applicable. For most people, stamps are unimportant incidentals. But for the stamp collector, each envelope has meaning. He looks at every stamp, hoping he may find one of interest, of value to him. So, too, the priest, concerned more effectively to infiltrate the public, analyzes every day, every opportunity, hoping to find in it a vehicle for penetration.

Saving the Saved

At the Jocist Congress, in France, back in 1937, the secretary of the Socialist Youth Club told Father Godin: "You certainly have the chaplains. If we had as many men who would dedicate themselves to making militants of the rest of us, you would see us get somewhere." True in France then, true in America today.

There is no church among us right now as well organized, with as numer-

ous and well educated a clergy as the Catholic Church. Yet surely, there is no priest within reach of my pen who will contend that the impact of Catholicism on the American public is as apostolic as it might, and should, be.

Time and again, in talking of these matters, one hears from fellow priests the timeworn excuses: Well, this business of sanctifying the milieu is a lay apostolate business; I have no place in it except to arrange for Communion breakfasts, and now and then to attend meetings. With such an attitude, this writer is in humble but total disagreement.

"Put Fire on Earth"

"I came to put fire on earth," said Jesus Christ. *Ex opere operato*, the Eucharist is designed to spread that fire. But *ex opere operantis* the average American Catholic needs priestly inspiration, our specific guidance if he is to put Christ effectively into the market place. How many sermons do laymen hear on civic responsibility? How often are they told in simple terms of their duties toward the common good even at the risk of personal loss? How many prayers are said in our parish churches for the conversion of our neighbors? The point is plainly this: Does the average Catholic take from his contact with the sacraments and with priests, a new awareness of his apostolic place in the American public?

If we assess ourselves frankly, does not Catholicism too often descend in practice to a medley of self-congratulations, compartmented apostolates, bazaar tickets, hurried Masses, saving the saved? One of the first Communist papers in Europe was called *Iskra*, the "Spark." This was no spark to be guarded in selfish splendor by vestal

virgins. It was a spark to spread. So it is infinitely more important, with the spark we dispense. It must spread and spread until the flame from it purifies and illumines our whole society.

But, is this in fact the case?

I suspect there was no one more outgoing in all history than Jesus Christ. Before His death, He dined with Gentiles; Dismas the thief was the first saint of the New Testament; Mary the sinner was the first evangelist of the Resurrection. The first major policy decision of the nascent Church was to break forever with the constriction of Jewish practice and to go out free into the non-Jewish community.

An Ingrowing Image?

Yet time and again today we Catholics seem to present to the nation an ingrowing image. I was told last summer relative to a long-time major urban-renewal project: "The only time the Church hollered was when it was hurting itself, never once in the community interest." I have sat through public proceedings in civic change, proceedings seriously affecting whole neighborhoods of slum families, proceedings when the only visible Catholic contribution was a frenzied defense of the parish school plant and playing fields.

France's Father Michonneau accuses us of confusing "in practice the King-

dom of God with our own kingdom." We have found it more comfortable, in short, to meet in mutual-admiration societies, to cavort about in the circle of the saved, than to move into vital areas of society. Such associations, while they clearly affect the public we are commissioned to serve, might well provoke controversy or diminish our own personal domain. Instead of denouncing and whipping the money-changers as Jesus did, some of us seem to prefer to look the other way in terms of today's problems as long as we are just left in peace and prosperity. Some priests are said to have resisted public housing in their parish area since the net result might well be fewer Sunday envelopes and more social problems. In the area of labor-management, too, where once Catholic voices were loudest in proclaiming worker rights, now some of us speak out only feebly for greater worker responsibility in the common good for fear of offending. In this way, some of us tend to reduce the bold, courageous Church of Jesus Christ to a timid association of administrators treading lightly to avoid any real contact with the daily doings of our flock.

These words have salt in them — purposely. They are by no means infallible or original, nor do I in any way exclude myself from their import. They do perhaps frame a problem. My so-

lution? I could refer to Cardinal Cushing's great pastoral in Lent of 1960, "The Christian and the Community." Let us echo Archbishop Patrick O'Boyle's charge to the clergy in Washington, D. C., that they concern themselves personally with community change. There are priests in many cities across the land who are already active, some officially, others unofficially in this regard. One splendid example is the seminar on the problems of metropolitan Boston, conducted for years now by the Jesuits at Boston College.

All these instances are straws in a wind that began to blow on Pentecost Sunday. My solution? First, much more Holy Ghost in most of us. Second, a suggestion that in each diocese of the nation there be set up a new diocesan office of community relations. This should be structured on a staff rather than line level, because it will have to reach into many phases of the existing organized apostolate. The office should be headed by a priest, but competent laymen would also be in importantly associated with it. No episcopal *fiat*, obviously, will solve the continuing problem of relationship between the priest and the public. Such an office as this might, however, centralize our thinking, permit us to begin to assemble competence and direction.

What do you think?

Guides for School Bus Legislation

By Rev. Patrick E. Shanahan, Ph.D.

● **THE ISSUE OF TRANSPORTATION** for private school children has been decided in the courts of four states during the past year. Of these, the New York, Connecticut, and Alaska decisions have favored laws providing for private school transportation; a Maine decision struck down a municipal ordinance granting this service. Why has this legislation been so open to attack? How can weaknesses in these statutes be avoided in the future?

At the present time 31 states have

no legislation granting transportation for private school children. In the 19 states which have such laws, legislation is often inadequate. In an effort to prepare more satisfactory statutes for the future, a series of guides are suggested here.

The Legislative Picture

Why has transportation legislation been so open to attack? Eight states formerly offered transportation to private school children — Delaware, Iowa, Maine, Missouri, Oklahoma, Pennsyl-

vania, Washington, and Wisconsin. In each state, however, the service was stopped after the legislation was challenged in the courts. There were two main reasons for the defeat of these laws. In Delaware, Missouri, Oklahoma, and Washington, the statute was worded in such a way as to render it unconstitutional. Second, in some states the power of the local district to transport private school children was challenged. In Iowa, Maine, Pennsylvania, and Wisconsin, the courts held that the districts did

not have this power. Consequently, the districts had to cease transporting private school children.

Laws Vary From State to State

The 19 states which offer transportation to private school children are: Alaska, California, Colorado, Connecticut, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, New Hampshire, New Jersey, New Mexico, New York, Oregon, Rhode Island, and West Virginia.

The amount of transportation children receive varies greatly from state to state. It depends upon the nature of the statute in force. In some states, such as Colorado and California, very few private school children are transported, whereas, in states such as New York and Massachusetts, thousands of private school children receive free transportation. In many of these states the laws have had to withstand court battles. Alaska, California, Connecticut, Kentucky, Maryland, Massachusetts, New Jersey, New Mexico, and New York have had court cases involving these statutes.

In Kentucky and New York the original laws were struck down as unconstitutional. Kentucky, therefore, had to frame a new law which avoided the weak aspects of the former one. This second statute was challenged but withstood its court test. New York found it necessary to amend its constitution in order to insure the passing of transportation legislation.

The New Jersey case reached the Supreme Court of the United States. In the famous *Everson* decision the court upheld the constitutionality of the statute which permitted private school children free transportation to school.

... we cannot say that the First Amendment prohibits New Jersey from spending tax-raised funds to pay the bus fares of parochial school pupils as a part of a general program under which it pays the fares of pupils attending public and other schools. . . .¹

The *Everson* decision played an important role in the recent decision in Alaska. There the judge declared that if it were not for *Everson* he might have ruled the Alaska transportation law unconstitutional.

In so ruling, I find myself bound by the holding of the *Everson* case. If it were not for this restraint, I would have ruled other-

¹*Everson v. Board of Education*, 330 U.S. 1, 67 Sup. Ct. 504 (1947).

wise . . . if New Jersey did not breach the wall erected by the First Amendment neither has Alaska. . . .²

Need for Guides

Many of the above-mentioned disputes can be avoided in the future. How? Transportation statutes can be framed in such a manner as to leave them less open to attack. The lessons of history will provide the guides for more effective legislation and for side-stepping legal entanglements. By incorporating the strong and eliminating the weak points of past laws, future statutes can have a more stable existence. The following guides are suggested as means for attaining this end.

GUIDES FOR TRANSPORTATION LEGISLATION

1. The State Constitution. The first step is an examination of the state constitution to determine its limitations respecting direct or indirect aid to private or sectarian schools. This involves examining the terminology of the Constitution and the decisions of the courts. The necessity of such procedure seems obvious but the fact that transportation legislation has been declared unconstitutional in at least six states points up the fact that there is real need for this kind of study.

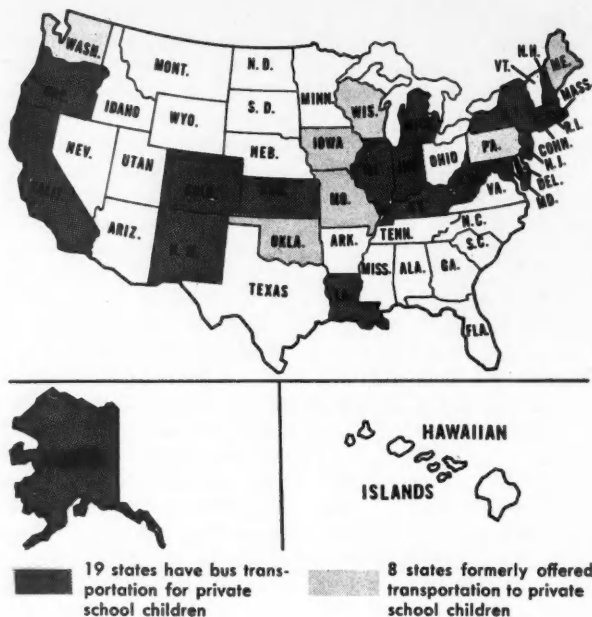
There are several states which prohibit both "direct and indirect" aid to

²*Quinton v. Matthews*, Decision of District Court of Alaska (1960).

sectarian schools. Consequently, even if a court does not view transportation as direct aid, it is apt to be labeled as indirect. The recent decision in Alaska is a case in point. The judge declared that transportation was indirect aid to the school. Since the Alaska constitution, however, prohibits only direct aid, the Alaska law was not held to violate the constitution.

2. The Transportation Fund. It is important to note the fund from which moneys will be drawn to pay for transportation. Many state constitutions earmark all educational funds for public schools. To use these moneys to pay for the transportation of private school children would be considered clearly unconstitutional. This was the reason for the defeat of the transportation laws in Delaware and Washington. It is imperative, therefore, that any funds allocated for transportation be not limited to public school use. The present laws of Alaska and Kentucky, for example, state that the money used for transporting private school children should come from general funds of the state not constitutionally limited.

Two cautions should be mentioned regarding the allocation of moneys. For example, if the money to pay for transportation comes from welfare funds (such as those of a county) and as a result the funds for the aged, sick, or orphans are thereby reduced, there is a possibility that divisive com-



munity quarrels will result. Drawing from these welfare funds should therefore be avoided if this result is foreseen. In such a case, other sources of income should be investigated.

The second caution to avoid is the commingling of public school funds and funds to provide transportation for private school children. The Supreme Court of New Jersey ruled in the *Everson* case that in such a situation it is presumed that funds used in this manner are those which are not constitutionally or otherwise proscribed. However, not every court has so ruled. This situation is not ideal because of the confusion it causes.

3. Intent of the Law. The intent of the legislature in passing a bill is always an important consideration, especially to the courts in rendering decisions. It should, therefore, be perfectly clear in the wording of the bill or in its legislative history. In Kentucky, for example, this is accomplished by the use of prefatory language to the transportation statute which clearly indicates that transportation for private school children is meant to be a public service.

This service is, first of all, a complement to the compulsory education laws of the state and is meant to aid children in complying with these laws. Second, the prefatory language shows a great interest on the part of the legislature in the health and safety of its pupil citizens. It is pointed up that the transportation is meant to protect the children from the hazards of the highway and the inclemency of the weather.

4. Independent Law or Amendment. The easiest method of obtaining legislation for transporting private school children is to have an amendment passed which "tacks on" this service to the public school transportation law. This method has two weaknesses: it eliminates the possibility of prefatory language mentioned above and it could cause the difficulty of not distinguishing the source of funds for transporting private school children from those used for public school children. Hence, an independent law is more preferable than an amendment.

5. Power of the District. Before a district can transport private school children it must have authority to do so. School districts are only quasi-public corporations with only those powers specifically granted by law. It is unwise to expect a district to trans-

port private school children. This could lead to setting up of precedents which would be disadvantageous to private school children.

Consequently, if transportation legislation for private school children is contemplated, care must be taken to empower local school districts with the necessary authority where such authority is lacking.

6. Mention of Sectarian Schools. "Parochial," "church," or "sectarian" schools should not be specifically mentioned in the law. It would be more prudent to designate the beneficiaries of the law in such language as "children attending schools other than public in compliance with the compulsory education laws of the state." This type of language would shift the focus of attention and perhaps avoid a Church-State controversy.

On this point, also, it would not be wise to exclude from transportation children who attend private schools operated for profit. If they are excluded it leaves the statute open for an attack claiming it is "class legislation." It is interesting to note that the Supreme Court in the *Everson* decision hinted that its opinion might have been different if this point had been brought up.

7. Mandatory or Permissive. Transportation statutes are either mandatory or permissive. Mandatory statutes compel the district to transport private school children. Where the law is mandatory, such as in New York, private school children receive good treatment. Permissive legislation leaves the transportation of these children up to the discretion of the local school boards. In states like Colorado and California where the laws are permissive, private school children receive little service. Mandatory legislation treats the private school children as equal citizens with the public school children and avoids harsh local quarrels as to whether the district should transport private school children or not.

One other aspect should be noted. It is possible to have a mandatory law which at the same time provides transportation only on a "seats available" basis to private school children. The law could state that the district is obliged to allow private school children to occupy any seats which remain on the bus after all the public school children have been seated. This is not ideal legislation for the private school child.

8. Seats Available Basis. In at

least nine states the private school children ride on a "seats available" basis. This means that they can board the school bus only if space remains after the public school children have been seated. Obviously this type of procedure treats the private school child as a second-rate citizen. Strong legislation demands that the private school child be treated on an equal basis with the public school child. If necessary, extra buses should be provided to care for them. This provision should be in every statute.

9. Distance. Most laws mention the minimum distance a child must live from his school before he will be entitled to transportation. This usually ranges from one to two miles. If worded improperly the statute could lead to an interpretation such as the one which caused the recent Alaska case. In Alaska the minimum distance is 1½ miles from the child's home to school. A child attending a Catholic school more than this distance from her home lived, however, less than that distance from a public school. The local board refused to transport her since she could easily walk to a public school less than the minimum distance from her home. The board argued that since the child could attend a school less than the required distance there was no obligation on the part of the district to transport the pupil. The court ruled against the board, saying that the child had a right to choose a private school situated beyond the minimum distance.

In order to avoid any confusion on this point the law should read that the minimum distance is to be computed from the pupil's residence to the school which he or she legally attends.

10. Use of the Referendum. Where the law is permissive, it is not advisable to use the referendum as a means of determining whether private school children ride or not. Such a situation, for example, exists in Connecticut. Before a town can offer transportation to private school children it must hold a referendum on the question. This means that if there is to be state-wide transportation, there must be as many referendums as there are towns and districts.

The trouble with referendums is that the basic issues at question often become clouded. When sectarian school children are to be the recipients of welfare services, those opposed to such

aid almost inevitably raise Church-State and religious questions. Such charges mar the picture and lead to community quarrels which should be avoided. If the law must be permissive it would be better to allow the decision of transportation to rest in the hands of the local school board or legally constituted authority. While it is true that under these circumstances private school children might be deprived of rights to which they are entitled, in the long run, the avoidance of community battles might be the more prudent course of action.

11. Routes Traveled. Most states require private school children to utilize the same routes as the public school children. When the private school is located near the public school, this arrangement works out well. When, however, this is not the case it can readily happen that the private school child suffers grave inconvenience by being transported to a place quite distant from his school. He is therefore forced to find the means for continuing his journey. Under this procedure the private school child is again treated as a second-class citizen.

In any fair statute, provisions should be made for adequate routes in transporting private school children. The law of New York is exemplary in this respect, for it not only provides the routes up to eight miles, but even extends them beyond district limits. If the child must travel through two districts to reach his school, New York provides for this, within an eight-mile maximum. In 1961 this maximum will be extended to ten miles.

12. Same Rights as Public School Children. Many states have in their transportation statutes words to the effect that these students should enjoy "the same rights and privileges" in regard to transportation as public school children receive. California, Connecticut, Massachusetts, New Mexico, Oregon, and Rhode Island are examples of states with statutes of this type. At face value, these words seem to treat the public and private school children on an equal basis, but in most cases there is actually little equality of treatment. Too often, this wording means only that the private school child will receive transportation provided that he uses the same routes as the public school child or if there are seats available on the bus for him to use. Sometimes it means both.

13. Reimbursement of the District for Transportation. Most of the states reimburse the local district for the number of children it transports, but not all. In Connecticut, for example, the district must bear this expense alone. When this is the case, and especially where transportation is permissive, a district will have second thoughts about transporting nonpublic school children particularly if money is not forthcoming from the state. This will be more likely when a large number of private school children live within the district. Good legislation will make sure that the district receives sufficient money for transporting private school children. The most recent law in Michigan is a good example of such fair-mindedness.

Foundations of Good Legislation

If strong transportation laws for private school children are to be passed, two points must be understood. The first is that a clear understanding of what constitutes good legislation must be firmly grasped by those interested in fostering such laws. Weak legislation is inevitably worse than no legislation. Before strong legislation is framed, the experiences of other states should be thoroughly investigated and advice from competent lawyers versed in this field should be sought. Haphazard attempts will merely lend ammunition to those opposed to this type of service for private school children.

All this leads to a second point which must be kept in mind. In the future whenever private school parents seek public transportation for their children, they can be sure that opposition from such organizations as POAU and the American Civil Liberties Union will spring forth. This opposition can best be met by the presentation of a strong legislative bill that is free from as many points of attack as possible. It is hoped that the guides above will aid in the presentation of such a bill. Those who provide intelligent and strong legislation will have their reward when the number of private school children receiving transportation increases by the thousands.

NOTE: An abstract of Father Patrick E. Shanahan's doctoral dissertation on "State Laws Providing for the Transportation of Nonpublic School Children: Their Nature, Interpretation, and Execution" is available in a 26-page paperbound booklet. Order direct from The Catholic University of America Press, Washington 17, D. C., enclosing 50 cents for each copy.

**93,000 pupil records
from 218 Milwaukee Catholic
schools used to occupy
40 file drawers . . . now
they are all stored in
one drawer!**

● The more obvious effects of the population explosion in school systems throughout the country tend to overshadow another important problem growing hand in hand with our need for classrooms and teachers. The problem is keeping, processing, and furnishing adequate records and other information necessary in modern school administration.

Last spring, our basement storage space was filled with the records for the 218 Catholic grade schools and 93,000 children in our Archdiocese. Filing, handling, and retrieval operations were becoming increasingly difficult. It looked as though in another 10 years we'd be crowded right out of our offices. Now we suddenly have new breathing space. That overcrowded feeling is gone. It left with the installation of a microfilm system which, we believe, is a pioneer in our school field.

The most immediate benefit was a reduction in filing space. Before, we had to use 10 four-drawer cabinets to house student records. Now the complete records necessary in school accounting for each child take up one-fourth the space of a single drawer. The records are contained on microfilm reels and indexed by schools with several schools on each of the reels. The reels, about 4 inches in diameter and an inch thick, are packaged in individual boxes.

With one microfilm copy of the records in our office and another stored elsewhere for safety, we have been able to destroy the thousands of bulky, 8½ by 11 inch cards used formerly.

The key to the new system is a

Microfilming Records of Diocesan Schools

By Msgr. Edmund J. Goebel, Ph.D.

Superintendent of Schools, Archdiocese of Milwaukee



"Filmac 100" Microfilm Reader-Printer, made by Minnesota Mining and Mfg. Co.

This machine makes it possible to scan a reel of microfilmed records rapidly with each record appearing full size on a view screen as the film passes through the unit. When someone wants a copy of a student's record card, as often happens, the operator selects the desired card by watching the screen, then presses a button and an exact copy of the view screen image is produced by the machine on a sheet of paper in 10 seconds. There is no limit to the number of copies that may be turned out.

The new system should be welcome news to teachers throughout the archdiocese. In the past, they had to make duplicates of each student's record card to send our office—a laborious task at best. Now the various schools may send the originals here for microfilming and we will send them back. The records are reprocessed here at the close of each school year.

The microfilming of the records is handled by a Milwaukee firm for a nominal fee. When the company had finished processing approximately 93,000 cards last summer, the records were condensed photographically onto 27 reels of film, each of which could be held easily in the palm of your hand.

Uses of Copying Machine

Another, more veteran member of our office machine group, a Thermo-Fax dry copying machine, also has helped substantially in reducing our typing chores and need for filing space and has saved us hundreds of working

hours. One of the areas where we find the copying machine of tremendous help is in processing the results of psychological testing. Our psychometricians average about 500 such tests each year. A technician is able to give about three or four tests in a morning, then process them in the afternoon.

At least one copy of the score sheet is needed for the child's school and often, several copies are needed for other purposes. Before, it was necessary to make hand copies of these sheets, a lengthy, painstaking process in which accuracy could easily suffer, particularly if one person had to make several copies. Now, using the copying machine, the Sisters can make as many error-free copies as they like, accomplishing in minutes what used to take hours.

The machine is also used for copying form letters to be sent to several persons or groups, for office correspondence, and for other written or printed material we want to copy for circulation or record purposes. I find the machine handy for short note replies. When I get a letter or note from someone which can be answered briefly, I merely jot my reply down in longhand at the bottom or on the margin. Then a copy is made of the letter with my answer written on it. Either the original or copy is returned to the sender, while the other copy stays here for our files. This saves the time it would take me to dictate a letter and my secretary to type it. By keeping the original letter and reply on the same single sheet of paper cuts down on the need for filing space.



Dr. George E. Vander Beke demonstrates the use of the new Microfilm Reader-Printer at Milwaukee Archdiocesan Schools office. The machine enlarges film records; prints a copy in 10 seconds. One small file drawer holds reels containing 93,000 student records.

Long-Range Planning — an essential in management

**"Long-range planning charts the future course
of an institution. Without it, attainment
of goals is a matter of chance."**

By William H. Conley, Ph.D.

Editor, CATHOLIC SCHOOL JOURNAL

● EXCELLENCE is seldom the result of accident. It follows as a consequence of a clear understanding of ends and careful planning of the means to achieve the desired goals. What is true in government, in industry, and in social groups is equally true in education.

The successful administrator of an excellent school or institution has always planned. In recent months the necessity of planning in schools has been brought into sharp focus by the emphasis on institutional self-evaluation and long range projections of future course. Because of the rapid expansion of both the number of pupils and of knowledge, planning has taken on new importance. Facilities and programs to meet new demands do not just happen.

Planning may be defined as determining appropriate future action. It may be of three types. First, it may be short range covering the immediate future or a specific project. In such planning there are few outside influences and the forces which enter can be readily controlled. Second, it may cover an intermediate period extending for as long as five years. In intermediate planning the whole range of activities must be included and outside influences must be considered. Changing external situations have an influence and internal relationships are important. Finally, planning may be long range extending beyond the next five years. In long range planning, outside developments and forces are of major importance. Population movements, governmental changes, financial conditions and economic trends as well as educational developments and new emphases in knowledge enter.

Complexity of Planning

Planning is not a simple function. It has many obstacles and, despite its importance and high rank among administrative functions, there is a reluctance on the part of administrators to plan. This is due partially to a natural tendency of persons to be indefinite and to postpone decision for the future. Economists for many decades have observed the "time preference" of people. They prefer the present. They spend today rather than tomorrow. They act today rather than plan for future action. Again, there is reluctance to plan because of the effort and energy required.

The complexity of planning is due not only to the many variables to be considered but to the continuous changes which go on. Forces within an institution may be controlled but numerous forces outside, some of which have been indicated, are not controllable by the planner. They must be anticipated and allowance must be made for shifts that may occur.

Because of the complexity of planning and the types of judgment which must be made, the planner has to possess high level abilities. He requires knowledge and understanding, the capacity to discriminate and to discern, and an imagination which can extrapolate and create. More than this the successful planner is flexible. This does not mean he abandons principles and moves with the tide. It means that he recognizes change and adapts his program of future action so that his goals may be achieved under conditions which differ from those which existed at the time of the initial projection. Long range planning which covers

a long period of time demands that the planner be able to set forth his work "operationally." Crystal ball gazing or even intuition at the time plans are made are of little help to a successor who is carrying out or revising a plan of action. An accurate description of the facts and of every step taken with the reasons will be of great assistance to others in appraising the plan and in making modifications. Hence, a final ability of the administrator who performs the planning function is that of communicating his operations.

Technique of Planning

The essential techniques of planning are similar for short range, intermediate, and long range. Emphasis and elaboration, of course, vary. There are three steps which are always performed in every successful plan. These are a status study, an evaluation of the status, and a projection. In short range planning these steps are frequently taken informally, while in considering the longer period they are carried out carefully and in detail. The techniques which are outlined below are those followed in long range planning. They will be modified or combined for shorter periods as judgment dictates.

Status Study

The status study involves an accurate description of the situation as it is. Its primary concern is with facts. In an educational institution facts are collected about the objectives or goals, the resources available to achieve the goals, the structure existing and the operations being carried on. At first glance this may appear to be busy-work because we as-

sume that all persons connected with a school know this information. Experience has demonstrated, however, that we sometimes know things that do not exist and do not know things that do exist.

Objectives need to be stated and clarified. Frequently goals are implied rather than specifically set forth. A study of the origins and history of the school, of written statements of administrators and of reports; an analysis of operations and of interviews with teachers will make it possible to set forth the present goals of the institution as they exist. This exercise in itself is usually illuminating apart from its importance in planning. It answers the questions: "Where are we going?" and "What are we trying to do?"

Second, resources should be reviewed. The first resource is personnel. A review should include numbers, qualifications, age and likely retirement, and procedures for additions of both lay and religious teachers and assistants. Physical resources must next be surveyed and realistically described to indicate condition, expansibility and limitations, flexibility, safety, and degree of obsolescence. Perhaps the most obvious resource is financial condition and support. Capital investment, debt, sources and amount of income and cost of operation ought to be set forth. These items are basic to any future planning.

Third, the structure of the organization and its functioning should be portrayed. Even in a school that functions smoothly the drafting of a formal statement of the organization with the specification of the authority and responsibility of each person is likely to reveal many gaps and misunderstandings. Future planning requires that this information be known. The operations which go on, the procedures and the supervision of all activities should be described to give a complete picture of the present status of the institution.

Evaluation of Status

The accurate and factual description of the school is the basis for the second step in planning. This step is an evaluation of the present status. Evaluation is far more difficult than the status study. It involves internal analysis of the data collected, comparisons with other schools and national trends, the development of a rationale for the school and a measurement of the school against it.

Internal analysis attempts to establish the completeness and consistency

of the facts in the status study. It seeks an understanding of the facts and their relationships. Frequently it is carried on as a part of the status study.

Comparison of the school with similar schools is the simplest form of evaluation. It permits the evaluator to determine if the school is in harmony with its peers. Numerous studies for all levels of education are available and these may be used as the basis for comparison. Data are included on staff, administration, costs, curriculum, supervision, achievement, resources, etc. In addition to this type of data, comparisons may be made with new trends and developments. Schools of all types have been criticized for not utilizing the results of educational research. A fruitful part of evaluation is an analysis of how well the given institution is making use of new findings and the results of experimentation.

Every institution is unique and must be so appraised. Consequently, it is necessary to develop tailor-made norms for each school. These norms are sometimes referred to as a rationale. The rationale is a reasoned position to be used as a measuring rod. It is developed from a distillation of the literature and reports about the particular level of instruction, from experience, and from *a priori* reasoning about what an excellent institution should be like. The development of the rationale is in itself a test of the ability of the administrators and faculty of the school. It should be clearly set forth with a careful description of the reasoning involved.

The result of evaluation should be an understanding of the strengths and weaknesses of the school. Future plans will attempt to correct shortcomings and weaknesses, and will build upon strengths. The evaluation should also make clear the limitations of a given institution because of its very character and should block planning which is overly ambitious. On the other hand it should stimulate planning that is desirable and which will make the most of opportunities.

Projection for the Future

The final step in planning is the actual projection or preparation of the blueprint for the future. The literature on long range planning has frequently used the term "blueprint" but this may lead to misunderstanding. The term may connote an exactness and inflexibility which would be unfortunate if not impossible in long range planning. The projection is more of an artist's sketch of

the future, subject to modifications due to availability of materials, advances in design, and other external factors.

The projection begins with a restatement of objectives. New goals anticipated, changes in direction and emphasis, and a clearer definition of purpose are included. Until this is completed and is satisfactory, no further specific plans can be made.

Evaluate Resources

The resources necessary to attain the objectives must then be detailed. These resources encompass personnel, physical plant and equipment, and financial support. Replacements, additions to staff and procedures for upgrading needed to build strength should be carefully stated. Physical additions and changes should next be outlined. Throughout the projection of resources, effective utilization must be considered. It has been only in recent years in education that emphasis has been placed on efficient use of all resources. Too frequently, if teachers were available in a given school their services were used on non-essentials or for subprofessional activities. Physical facilities were provided for occasional use. Today with the shortages which exist each institution must plan for effective use of every resource not just for internal efficiency and cost reduction but because of the social needs of the educational system.

The planning for long range financial support in a sense summarizes the blueprint of the future. Goals cannot be achieved and resources cannot be provided to make this possible unless funds can be realistically anticipated. Financial planning of this type should cover at least a ten year period. It begins with a careful estimate of operational expenses taking into consideration possibilities of inflation, adjustments in the cost of educational services, and costs of new services notable among which are lay faculty salaries and fringe benefits. It sets forth the probable costs of plant and equipment modifications to be made each year. Sources of income for regular operations and for capital improvements must then be calculated for each year. This should be based on past history and planned procedures for the future. It is obvious that if anticipated income over the ten year period will not cover estimated expenditures, changes will have to be made. It is understood that a balanced budget need not be realized every year because of the nature of expenditures and because of the flow of funds. Extraordinary drives for

support may provide money to cover anticipated expenditures or past deficits. But, the plans should provide for financial stability and a balancing within the long run period.

Planning Procedures

In performing the steps necessary for institutional planning as many members of the staff as possible should be employed. This permits the use of various competencies and provides involvement in the project. A better plan should emerge from the use of all talent available, and a broad acceptance of the

finished plan will follow the involvement of the staff.

The direction of the staff, the co-ordination of results, and technical assistance are usually made the responsibility of one person. The director sets the timetable for each step and prepares meaningful reports. The editing and presentation of the completed plan are assigned to him. Frequently, the director follows up the plan keeping it up-to-date, suggesting changes because of new forces, and issuing regular reports on achievement.

Planning is essential to institutional

management. It involves a factual study of present conditions, an evaluation of the status, and a projection following the evaluation. Although planning may be for different time periods, it is long range planning which is of major concern. It is the necessary charting of the future course of the institution and without it the attainment of goals is a matter of chance. With a realistic plan, regularly reviewed and modified, an institution can mobilize its resources and move toward its objectives in a rational manner confident of outcomes.

Future Changes in Liberal Arts Colleges?

By Rev. Daniel W. Kucera, O.S.B.

President, St. Procopius College, Lisle, Ill.

● CURRENT educational literature shows increasingly more emphasis on the transition occurring in American higher education. The reappraisal of American educational standards and practices at all levels, forced by the world crisis and the rise in school age population since the second World War, is already exerting considerable influence on higher education and on the liberal arts college in particular.

An upgrading of standards of admission and instruction is already noticeable. Similarly, re-evaluations of some rather traditional programs in higher education, as for example, preparation for professions like medicine, engineering, and teaching, foreshadow a considerably different approach to curriculum planning, credit awarding, and other heretofore "sacred" methods of determining academic competence and performance. The latitude now granted by accrediting associations in assessing the aims of collegiate education is further proof of the changing scene. All this attests to the fact that in the coming decade, the American liberal arts college may well evolve as an institution quite different from its present structure.

The Future Liberal Arts College

If standards of instruction and curriculum content continue to be tightened at the elementary and secondary levels, we can expect that some of the work now being done at the freshman-sophomore level of college will be elim-

inated. This fact, plus the rise of the junior or community college in some areas, poses a serious question about the future of the traditional liberal arts college as a four-year institution. Since it is not foreseeable that the liberal arts college will easily give up its long established identity, several avenues are open:

Three Possible Changes

1. Maintain the present freshman to senior concept but intensify the program, making requirements for the B.A. more difficult and advanced. The success of this proposal would depend on its being accepted by the colleges on a uniform basis; otherwise, the meaning of the B.A. degree would not be clear from one institution to the next.

2. Maintain the freshman to senior concept but grant the B.A. at the end of the sophomore year and the M.A. at the end of the senior year. This is partly what the University of Chicago has attempted and failed to impress on the rest of higher education.

3. Reconstruct the liberal arts college on a junior, senior, and graduate work basis leaving the first two years to the community colleges. This grouping is not altogether novel. Just as the first two years of college are often classified as advanced secondary education (junior colleges are so considered under Illinois law), so are the upper years linked with the graduate program. Most universities offer a series of courses open

to both advanced undergraduate and graduate students with credit possible for either degree.

Master's Degree Programs

An interim arrangement seems to be evolving providing for an additional year or years for a master's degree program. Whatever develops, it is already apparent that the four-year, bachelor-degree granting institution is moving beyond the now recognized undergraduate program. The fact that standards for the master's degree (a typically American invention as we know it) have never really been stabilized into a uniform pattern makes this transition relatively easy. Also, the current trend away from research as the primary objective of a graduate program at the master's level makes such work at a liberal arts college possible.

On the more positive side, there are many other reasons why a master's program at a college is now feasible:

1. *Ease of transportation and communication*, making most colleges accessible to cultural centers, university facilities, industrial and business sites.

2. *The growing spirit of co-operation between colleges and universities* even to the extent of sharing facilities and faculties, and offering co-ordinated programs, thus eliminating costly duplication.

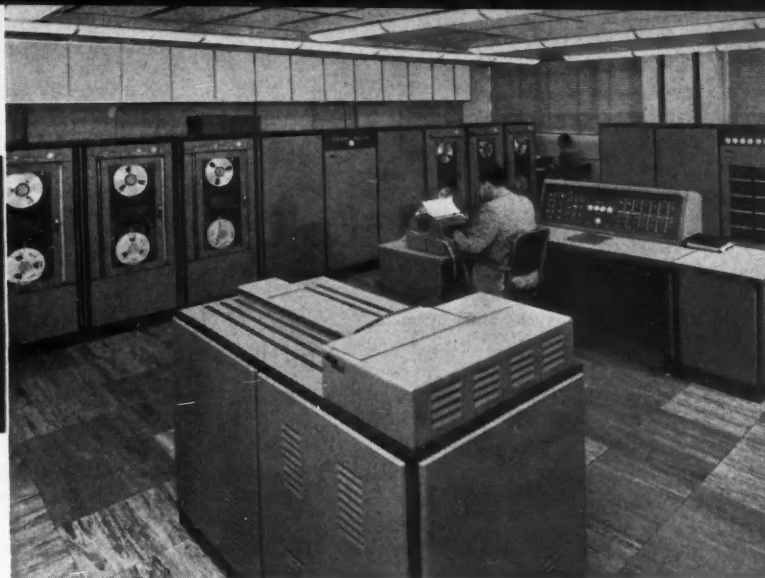
3. *Inter-library loans, microfilming, and other new techniques* which make

(Concluded on page 95)

Data Processing at Dayton U.

By Dick Beach

Public Relations Department,
University of Dayton



Only a portion of the new National 304 data processing system is shown here at the University of Dayton's computing laboratory.

● WITH the installation of a new National 304 data processing system, the University of Dayton's computing laboratory is believed to be one of the most advanced of its type in the country. The 304, a central processing unit with 13 high-speed auxiliary units, takes its place along with a Burroughs 220 system and a Burroughs 205, giving the university an increased capacity in the data-processing field.

The new National unit is the first

such system to be purchased by an educational institution, according to the National Cash Register Co., its manufacturer. The university plans to use it in its expanding \$2 million research program as well as in academic and administrative fields. For several years the university has utilized its computing facilities in all three areas.

Father Raymond A. Roesch, S.M., president of the University of Dayton, noted recently that "by obtaining this

new system, the university will be keeping abreast of the remarkable advances being made in the computing field. It puts in the Dayton community the most advanced type of computing laboratory available to industrial, business, and other organizations, many of which are already using our present facilities."

Calling the million dollar system a "valuable tool for the university's educational and research activities," Father Roesch said the laboratory as now augmented will enable the university to offer advanced courses and seminars in computer techniques for business, science, and engineering.

Included in the National system are three different input systems employing high-speed card, paper tape, and magnetic tape readers; a high-speed printer; paper-tape punch; and a multipurpose converter designed to take data from one type storage media and transfer it to another, as from cards to magnetic tape. Cards can be read in the system at the rate of 2000 a minute. The magnetic tape reader, seven of which are included in the installation, both writes and reads 30,000 characters a second. The printer has a capacity of 600 to 800 lines a minute.

The computing laboratory is centered in the university's new Sherman Hall of Science with additional units in Chaminade Hall, both on the main campus. The university is conducted by the Society of Mary (Marianists).



The Burroughs 220 system includes card output and input, tabulator output, four magnetic tape handlers, photoelectric paper tape input and output, and a 5,000-word core memory. The University also utilizes a Burroughs 205 system in its computing laboratory.

The Advantages of a STATE Association for Catholic High School Principals

By Rev. Richard D. Rossiter

Principal, Aquinas High School, La Crosse, Wis.

● FOR MANY YEARS in Wisconsin, Catholic high school administrators felt the need for a state-wide organization that would bring them into closer contact with one another. Although several Catholic administrators were — and still are — members of the Wisconsin Association of Secondary School Principals, there were certain problems particular to Catholic high schools which could not be discussed or resolved within the framework of that organization. For example, an agency was needed to coordinate Catholic high school athletics since nonpublic schools are excluded from the Wisconsin Interscholastic Athletic Association.

Accordingly, in the spring of 1954, all Wisconsin Catholic principals attending the N.C.E.A. convention in Chicago, were invited to an organizational luncheon. Eighteen administrators representing 16 secondary schools in three of the five Wisconsin dioceses attended. Under the chairmanship of Rt. Rev. Msgr. Edmund J. Goebel, superintendent of schools of the Archdiocese of Milwaukee, they discussed the purpose and function of such a proposed organization, and finally arrived at the following statement of policy:

"This association would be known as the Wisconsin Association of Catholic Secondary School Principals. The purpose of this organization would be to bring Catholic school administrators into closer contact and to provide a greater unity in solving problems which pertain to school and out-of-school activities. This organization would also function as the official voice* for Catholic secondary schools in Wisconsin and serve as a coordinating agency for administrative policies within the State."

Letters were sent to all the secondary schools and minor seminaries in the State inviting the administrators to attend a conference later in the fall. Forty principals representing all five Wisconsin

dioceses met at Notre Dame High School, Milwaukee, on September 22, 1954. At this first general meeting, officers were elected, and a committee appointed to draw up a constitution. It was decided that there would be two conferences held each year: a fall meeting to be held in Milwaukee and a spring meeting in one of the other dioceses on an alternating basis.

The first officers* of the organization were: Rev. Raymond Punda, Milwaukee Notre Dame High School, president; Rev. John J. Paul, Eau Claire Regis, first vice-president; Rev. Richard D. Mulroy, Green Bay Premontre, second vice-president; Sister M. Cajetan, O.P., Madison Edgewood, corresponding secretary-treasurer; and Sister M. Maureen, F.S.P.A., Superior Cathedral, recording secretary. Incidentally, Father Mulroy is now in Washington, D. C., as Associate Secretary of the Secondary Schools Department of the N.C.E.A.

At the spring meeting held at Edgewood High School at Madison, a constitution was discussed and revised, and subsequently adopted at the 1955 fall meeting held at Pius XI High School in Milwaukee. Later, this constitution was ratified by the unanimous approval of the Wisconsin hierarchy. From this small beginning, the association has grown to a membership of more than 100 administrators from some 70 secondary schools in all five Wisconsin dioceses. More than 90 per cent of all Catholic high schools, academies, and minor seminaries in Wisconsin are now members of the association. The importance attached to the organization's biannual conferences is shown by the 95 per cent average attendance record.

*The present officers are: Rev. George J. Feldman, O.Praem., Abbot Pennings high school, West De Pere; first vice-president, Bro. Daniel Sharpe, S.M., Don Bosco, Milwaukee; second vice-president, Rev. Bernard Piercek, Beloit Catholic, Beloit; secretary-treasurer, Sister Mary Killeen, O.P., Edgewood Academy, Madison; corresponding secretary, Sister Mary Stephen, S.D.S., Divine Savior, Milwaukee.

Officers and Committees

There are two groups of officers in the W.A.C.S.S.P. The first group includes the president and two vice-presidents; the second group includes the corresponding and recording secretaries. At the expiration of the president's term of office, the first vice-president becomes president; the second vice-president becomes first vice-president; and a new second vice-president is elected. Similarly, the recording secretary automatically succeeds to the office of corresponding secretary-treasurer when the term expires; and a new recording secretary is elected. Each year then a new second vice-president and a new recording secretary are elected for a one-year term.

In addition to the usual constitutional duties of such officers, the first vice-president is ex officio chairman of the Educational Policies committee. The second vice-president edits the W.A.C.S.S.P. Bulletin which is published once each semester. This will be detailed later.

In addition to the executive committee (which meets two months before each conference to plan the meeting) and the usual parliamentary committees, there are three committees that give regular reports: athletic, curriculum, and legislative committees.

The Athletic Committee

Since nonpublic schools are barred from membership in the Wisconsin Interscholastic Athletic Association and the various state tournaments it conducts, one of the first projects of the W.A.C.S.S.P. was the establishment of the Wisconsin Catholic Interscholastic Athletic Association. The athletic association is a board of the Principals' association and is not independent of it. The board consists of a principal and athletic director from each of the five dioceses. It acts solely on a mandate from the parent association and pre-

*Later, when it was pointed out that the Bishop and the superintendent of schools in each diocese are the official voice of Catholic education, this phrase of the statement was dropped.

sents a report at each conference. In recent years, it has been found necessary to employ a part-time executive secretary, a layman.

The main work of the W.C.I.A.A. is conducting athletic tournaments—the most important being the Regional and State Catholic Basketball Tournaments. The group also sponsors state-wide baseball, track, tennis, and golf tournaments. The W.C.I.A.A. has been responsible for setting up state-wide athletic eligibility regulations, the lack of which had been a constant source of friction up to that time. The board also serves as an arbiter on specific questions involving school athletics, and its decisions are final.

The Legislative Committee

Four principals comprise the legislative committee which issues a report at each conference on legislation, both Federal and state, affecting Catholic schools. As a result of these reports, the association has taken action on such diverse matters as public school bus transportation, federal aid to the testing program, state liquor laws as they affect minors, and many others. For example, after the last meeting, a group of principals was delegated by this committee to testify at a hearing in Madison concerning a bill for State supervision of nonpublic schools. If an urgent matter comes up between conferences, the committee is empowered to circularize the membership with information on a bill and a plan of action if needed.

The Curriculum Committee

During the school year, this committee studies a specific area of the curriculum and issues a report at the spring conference. Each school receives a mimeographed copy of the report. Generally speaking, the committee sends a questionnaire on a certain topic to each member. These returns are tabulated, summarized, and compared with norms established by the State or by the North Central Accrediting Agency. Among other subjects, extensive surveys have been made in the fields of English, mathematics, science, and religion as taught in the Wisconsin Catholic high schools.

The report may also deal with an administrative problem, such as discipline, office records, or school social activities. Currently, a subcommittee is conducting a survey on practices in financing Catholic secondary schools in Wisconsin. This report will be presented at the 1961 spring meeting in Eau Claire. The committee also encourages

members engaged in graduate study to select term paper and thesis subjects that will be of interest or help to members of the association. For example, at a recent meeting, a digest of a master's thesis on Religious Attitudes of Wisconsin Catholic High School Students was presented.

Formal and Informal Meetings

Since a primary objective of the organization is to bring the principals into closer contact with one another, the meetings are set up with that end in view. Originally, the conference was planned as a one-day meeting with morning and afternoon sessions. However, since most administrators arrived the preceding afternoon, it became customary for the host to sponsor two informal evening dinners: one for the Sisters at the school, the other for the priests and Brothers at a local restaurant. An hour or so of Wisconsin's famed *Gemütlichkeit* precedes the dinner. These informal evening get-togethers serve as a clearing house of ideas for the administrators. Many constructive programs for the State's Catholic high schools have had their origin in these "give-and-take" sessions.

The format for the formal sessions has varied from time to time, but the present setup seems to be most satisfactory. First, a theme for the meeting is determined by the executive committee. Last fall, the conference evolved around the general idea of guidance. The opening session is at 4 p.m. on the first afternoon. A keynote speech on the particular theme is delivered by an authority. After a brief question and answer period, the meeting is adjourned for the informal dinners described above.

At 9 a.m. the next morning, the session begins with various committee reports and discussions. After a brief break, the members may choose to attend one of five "buzz" sessions. Previously, a leader and recorder for each group have been selected by the executive committee. At the guidance meeting, for example, there were sub-sessions on nonreligious vocational guidance, guidance records, testing, discipline, and moral guidance.

The five "recorders" report back to a general session where these reports are discussed and analyzed by a panel of three nonmember authorities. Their discussion resolves into an interplay of ideas between the experts and all the administrators. This discussion is tape recorded and a digest of the session is issued by the second vice-president in a

semester bulletin sent to all members.

Immediately before lunch, Benediction of the Blessed Sacrament is held in the school chapel. At the closing luncheon, it has been the tradition for the Ordinary of the diocese to address the assembled administrators. Then the session is adjourned.

Catholic high school principals in Wisconsin are most enthusiastic about their association. It has given them a sense of unity, accomplishment, and camaraderie that did not exist before this group came into being. The idea is to be recommended to principals in other states.

Future Arts Colleges

(Concluded from page 92)

even rare library holdings accessible at any college library.

4. *Use of part-time professional personnel* who themselves hold advanced degrees and who, by their regular occupations in industry, business or some profession, bring a practical approach to their field.

5. *The interest of business and industry in education*, especially private education, which opens up new areas of co-operation. In the sciences, for example, graduate programs where the bulk of the research can be done at industrial plants under competent supervision are distinct possibilities. With regard to business interests, graduate programs in leadership and management with practical field work could be arranged in much the same pattern as now exists in training social workers.

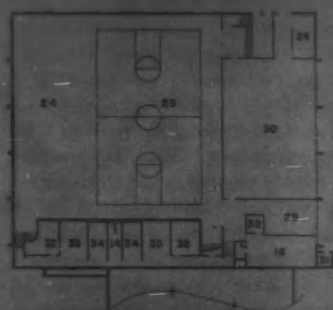
6. *The trend toward a fifth year for teacher training*. Such a program may well develop into a master's degree curriculum, especially since such a degree will have increasingly more value for promotion and salary increases. An eastern university now offers an M.A. in teaching, with half the work in the student's major subject, the other in education. Such a program opens up the possibility of graduate work in departments already offering B.A. majors, but not in a position as yet to offer a full graduate program.

The face of American higher education is changing. I do not suggest we inaugurate radical programs or expand beyond our capabilities. On the other hand, I do not see the master's program as impossible. The future must be faced and provided for, else the present becomes sterile and meaningless. Excellence is achieved by reaching a little beyond one's grasp.

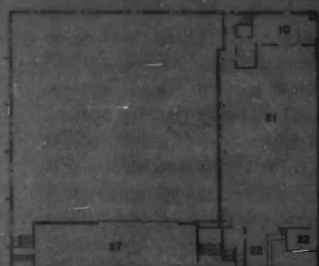
A special plant was built
for this coinstitutional
high school at Wheaton, Ill.



St. Francis High School



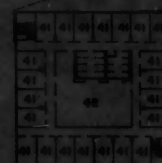
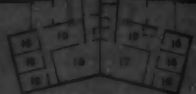
GROUND FLOOR



- 1. CLASS ROOM
- 2. PHYSICS LAB.
- 3. GEN. SCIENCE
- 4. BIOLOGY LAB.
- 5. CHEMISTRY
- 6. TYPING
- 7. BUSINESS ADM.
- 8. ART ROOM
- 9. SEWING
- 10. KITCHEN
- 11. LIVING ROOM
- 12. NURSES STATION
- 13. PUBLICATIONS
- 14. BOYS TOILET
- 15. GIRLS TOILET
- 16. OFFICE
- 17. MEN'S LOUNGE
- 18. WOMEN'S LOUNGE
- 19. WAITING ROOM
- 20. CHAPEL
- 21. CAFETERIA
- 22. DINING ROOM
- 23. SNACK BAR
- 24. SPECTATOR AREA
- 25. BOYS GYM
- 26. GIRLS GYM
- 27. STAGE
- 28. BOILER ROOM
- 29. STORAGE
- 30. SHOP
- 31. TRANSFORMER
- 32. GEAR ROOM
- 33. LOCKER ROOM
- 34. SHOWER
- 35. PARLOR
- 36. GUEST ROOM
- 37. RECREATION RM.
- 38. REFECTORY
- 39. MAIDS ROOM
- 40. BED ROOM
- 41. BED ROOM
- 42. COMMON ROOM



FIRST FLOOR



SECOND FLOOR

ARCHITECTS:
Belli & Belli Co., Chicago
Architects and Engineers



During the lunch periods at this coinstitutional high school, boys and girls may mingle or not as they choose. The 38 by 80 ft. room seats 350 at one time. Note the exposed beam ceiling, spraypainted white.

● A COINSTITUTIONAL high school requires a building that parallels its administrative plan. This attractive brick split level plant nestled in a grove of oak trees in Wheaton, Ill., admirably suits the purposes of St. Francis High School, a coinstitutional school enrolling 1058 pupils.

The plant provides separate classroom wings for boys and girls with a central core of common facilities that are used by both sexes, and an adjoining two-story residence for the Christian Brothers who staff the boys' section.

The building was completed in the spring of 1958, although the first classes were opened the previous fall. Last summer, the school graduated its first class of 74 boys and girls. This year, there will be approximately 240 graduates. Enrollment is about evenly divided between the two sexes.

The school is staffed by 16 Christian Brothers, nine Sisters of St. Francis, eight Ladies of Loretto, and eight lay teachers. The nuns reside at nearby motherhouses. Brother I. George, F.S.C., is principal, and Mother Edward, I.B.

V.M., is assistant principal for girls. A typical honors course is offered with provisions for special training in home economics, business subjects, and shop work.

In designing the school plant, Belli & Belli, Architects of Chicago, employed various economies that made it possible to erect and equip this building for the remarkable low cost of \$1.4 million. One economy was placing the classrooms with the short wall to the outside; this considerably shortens the perimeter of a building. Another econ-



A grove of trees shelters the sprawling school plant. The building at the right is the Brother's residence wing.

In coinstitutional schools, boys and girls attend separate classes, but share major building facilities such as science labs, chapel, library.



Note the wall treatments, exposed beam ceiling, in-slanting windows of these typical classrooms. In the short, wide room seating can be arranged either parallel (girls) or at right angles (boys) to the corridor wall.

omy was the use of exposed metal deck ceilings; the metal beams are spray painted white and add a pleasing pattern to the interiors of the classrooms. Rigid board on the roof deck provides insulation. Lighting fixtures are incandescent pendant style. The window panes in the classrooms slant inward at the bottom, a design which counteracts daylight glare. Floors are finished with vinyl asbestos tile.

A T-shaped central core divides the girls' (left) and boys' (right) wings and houses the central facilities used by both groups: offices, library, chapel, and cafeteria. The science labs in the boys'

wing and the business education rooms in the girls' section are used interchangeably by both sexes according to class schedules. According to Brother George, there is no difficulty about this arrangement.

The central core is two-stories high. Its first floor houses twin administrative suites, toilet facilities, a small chapel, the girls' gym measuring 35 by 50 ft., the 80 by 81 ft. gym-auditorium, and the industrial arts workshop. The second floor of the central core (not shown on floorplan) has a beautiful library and reading room above the administrative suites. A corridor leads to the cafeteria.

This glassed-in room, 38 by 80 ft., seats 350 and is used by both sexes simultaneously. It overlooks the two-story gymnasium which is used both for boys' sports and as the school auditorium. Gym lockers and gear storage rooms are located beneath the stage.

The Brothers' residence is a two-story wing to the right of the school. Its first floor contains kitchen, refectory, parlors, guest rooms, and maid's quarters arranged on the perimeter of the building. In the center is a large storage and utility area complete with laundry facilities. The second floor has 22 individual bedrooms with a central common room and toilet facilities.

The fire resistant plant has exterior finishes of brick and glass on an exposed steel frame. Concrete block and glazed tile are interior wall finishes. The school is heated by forced warm air by a series of natural gas, hot water furnaces, located in strategic areas throughout the building and all thermostatically controlled.

Hiring the Custodian

A most critical administrative task!

By Brother Leo V. Ryan, C.S.V., Ph.D.

Associate Professor of Business Management, and
Director of Continuing Education, Marquette University

● "PRINCIPALS may come and principals may go, but custodians stay on forever." The paraphrase may be somewhat corny, but it contains a kernel of truth. As any experienced pastor, principal, or administrator will readily admit, the custodian plays a role of paramount importance in the successful management of any parish, school, or other educational-charitable institution.

The concept and even the term "janitor" is disappearing. The simple change in terminology represents a dramatic change in thinking about the function of this important cadre of workmen. To the custodian is entrusted the physical plant, which represents for most parishes, schools, and institutions, an investment of millions of dollars. The great variety of duties and responsibilities assigned to custodians demands persons of ability, talent, and personality. What characteristics should we expect in a custodian? What characteristics should we look for when interviewing and hiring custodial personnel?

Three steps are essential in locating suitable personnel to fill a position in any organization: (1) determining what the job entails; (2) determining what kind of person is required to do the job; and (3) determining who is available with the required abilities to fill the job. The first step to be undertaken by any administrator is to prepare, in writing, an outline of the job itself (job description), then to identify in writing qualifications required of the person who will do the job (job specifications). These two definitions provide a checklist or a guide which can be used in the recruiting and selection of custodians.

What is the job expected of the custodian? He is responsible for the operation and maintenance of the physical facilities. These two terms—operation and maintenance—are frequently misused, or used interchangeably by ad-

ministrators. Each has a specific meaning and the difference is important. The qualifications for a custodian essentially responsible for plant operation will differ from the qualifications of a custodian essentially responsible for plant maintenance. If, as is often the case in small parish, school, or institutional situations, the custodian is responsible for both operation and maintenance, another set of qualifications may be desirable. So, the terms are meaningful and definitions are in order.

Plant operation refers to performing those housekeeping tasks required as a result of the daily use of facilities. The custodian in charge of plant operation is responsible for the care of costly property, requiring constant attention to prevent undue wear, depreciation, and expensive repairs. He is responsible for the health and safety of occupants; for maintaining standards of cleanliness and neatness; for providing conditions conducive to good teaching, and learning; for developing good will through a courteous, cheerful and helpful attitude; and for effecting routine economies in operation by preventing needless waste or careless use of supplies, equipment, water, electricity, and fuel.¹

Plant maintenance refers to performing those periodic tasks of a major or more permanent nature required to preserve the school plant, equipment, and site in a condition which resembles their original state as close as possible. The custodian responsible for the school maintenance program has many broad responsibilities. The over-all objective of maintenance is to keep facilities in such a condition that they will meet the requirements of the educational program as adequately now as they did when they were new. Maintenance includes

those activities, services, and procedures which especially help to: (1) preserve property values, (2) retard deterioration, (3) prevent obsolescence, and (4) develop community pride.² A good annual maintenance program also contributes to a better program of daily plant operation.

Staffs Are Small

In larger institutions separate personnel may be engaged to perform these different roles. The operating personnel may be called custodians and the maintenance personnel may be called maintenance engineers or supervisors. In the majority of parishes, parochial schools—elementary and many secondary—and other institutions, a limited budget precludes the possibility of a large staff, with the result that a custodian in most situations is responsible for both operation and maintenance. As a result, the single custodian in the parish plant not only performs many daily housekeeping tasks but many special maintenance jobs (painting, plumbing, carpentry, electrical work, etc.).

The smaller parish or school may also solve the problem of limited personnel by combining the services of a regular staff member with a program of seasonal maintenance provided by outside organizations. The summer maintenance program in most schools is an example of this policy. Often the services of painters, carpenters, plumbers, electricians, are contracted for during summer months to prepare for the opening of school. Frequently women are employed as maids to assist in the routine housekeeping duties associated with the school custodial activities. This article concerns itself essentially with the employment of male custodians.

Because of the nature, scope, and importance of these operational and maintenance responsibilities, the proper selection of school, parish, or institutional custodians is very important. Let us consider some important criteria to be satisfied if the best candidate is to be selected for the position of custodian.

Qualifications of Custodians

What qualifications should be considered? Most authorities consider: (1) health and physical stamina, (2) age, (3) general and specific competencies, (4) education, and (5) personal characteristics the most important factors to weigh in the selection of custodians.

¹Adopted from Linn, Helm, and Graborkiewicz, *The School Custodian Housekeeping Handbook* (New York: Bureau of Publications, Teachers College, Columbia University, 1948), p. 4.

²Cf. R. N. Fincham, *Organizing the Maintenance Program*, Office of Education Bulletin, 1960, No. 15 (Washington, D. C.: Government Printing Office, 1960), p. 7 ff.

Physical examinations should always be required of employees who are under consideration for staff positions involving manual labor. Physical stature, height, weight, agility are important considerations for specific custodial assignments. A minimum height of 5 ft. 2 in. has been suggested for men; five feet for women. A minimum weight of 115 pounds has been suggested for men, and 100 pounds for women.³ The physical examination tends to establish the fitness of a person for the position. It also serves to reveal any physical deficiencies that might seriously limit the ability of the employee to perform or cut down the length of service to be expected from a new employee.

Age limitations have been recommended by many specialists. For new employees, it has been suggested that the range should be established between 21 and 50. The only persons under 21 to be employed should be a limited number of apprentices. The maximum age of 50 has been recommended, since the employer expects the benefit of some of the better years of service of an employee. After 50, most personnel experience a tendency to slow down, a loss of physical vitality, and simultaneously exhibit a resistance to change and a persistence in traits and habits learned at an earlier age.⁴

Essential competencies to be sought in candidates for plant operation and maintenance have been classified in a threefold manner by Yeager:⁵ (1) native intelligence, i.e., the capacity to learn and improve in service; (2) reasonable degree of scholastic achievement; and (3) sufficient skills to perform the special tasks required by the position. Some evidence of these special skills should be required through demonstration, observation, or applied test.

Period of Probation

Even with a satisfactory demonstration of skills, new employees should be hired on probation. A probationary period tests the ability of the new employee to adjust to the job, to the new environment, and to other employees. The probationary period permits observation of how well co-ordinated and organized the new employee may be. It is important that custodial employees should be able to organize their workload into a reasonably balanced

schedule of assignments. The ability of the custodian to balance his program between routine daily tasks, occasional jobs, and special assignments is an important index of the custodian's managerial ability. In the parish and school situations where there is a single custodian, this is even more important.

Many administrators have not been accustomed or adjusted to the use of a daily work schedule. Others have not been convinced of its value. Every custodial employment situation should provide for the development and use of a daily work plan.

The specific skills required of a custodian who is involved in maintenance as well as housekeeping, may vary. A familiarity with basic tools, a general knowledge of carpentry, electrical work, plumbing and heating, are almost essential. Special knowledge about cleaning, maintaining, and finishing various kinds of floors (classrooms, corridors, cafeteria, gym), for example, is an important and necessary specific skill for the custodian. A grounds superintendent would have to possess special skills related to lawns, trees, and shrubbery.

Intelligence and Personality

Educational standards may vary, but a minimum command of the language is essential, elementary school should be required, and a high school diploma is to be preferred. The custodian's role as a co-operator in the important work of education is so important that for personal satisfaction and for professional standards, he should have as much formal education as possible. Moreover, the complexity of the modern plant maintenance program makes it desirable that the custodian can participate in special training and gain the maximum benefit therefrom. Some of the assignments given to custodians (i.e., serving as a boiler engineer) require special training. The constant and close contact with professional people also makes it desirable that the custodian have a maximum education so that he can be recognized as a vital noninstructional participant on the educational staff.

The custodian is an important link with the community. He associates closely with parishioners and students, he is constantly in the public eye, and the effectiveness of his operation and maintenance program is an important public relations aspect of the school program. The custodian should be a person of good moral character and good per-

sonal habits of cleanliness and neatness, who is dependable, co-operative, and tactful. He should be patient and give evidence of self-control. Displays of anger and a loose tongue are serious handicaps for any person expecting to serve as a school, parish, or institutional custodian. His personal habits must not detract from his reputation or professional competencies. Other specific requirements may be established by individual employers.

Check on References

What is the prevailing practice about the employment of Catholics for custodial positions in Catholic institutions? Policies differ. A study conducted by this writer of personnel policies of central Catholic high schools discovered that of the 137 schools reporting, while the majority of principals or business managers (52.9 per cent) reported preferring to employ Catholics, a policy restricting custodial employees to Catholics was reported by only 15 schools (11 per cent). Administrators checked on the Catholicity of applicants for custodial positions with the candidates' pastors in 59 schools (43.4 per cent of the schools).

Where does the administrator locate applicants? Personal contacts; referrals from pastors, from other principals, and from the school staff; advertisements; referrals from state and private employment agencies and, occasionally, personal applications are the essential sources of custodial employees.

Screening devices in the employment of custodians are used to a rather limited degree. Ability or aptitude tests are rarely used. Interviews are the most frequently reported screening device. However, interviews are frequently poorly planned, very casual, and conducted without benefit of a check list, so that questions are often vague and meaningless in terms of determining the qualifications of a man for either operations or maintenance positions. Physical examinations are growing in importance as a screening device and should be widely required when hiring custodial personnel.

References are usually requested but frequently they are never checked. Rarely are custodians asked to demonstrate their skills. The thoroughness of checking references and employing custodians on probation protect the pastor, principal, or administrator from being misled in the matter of real custodial ability and talent. Every employer should very carefully check out

³Cf. Linn, Henry H., *School Business Administration* (New York: The Ronald Press, 1956), pp. 391-392.

⁴*Ibid.*, pp. 390-391.

⁵Yeager, William A., *Administration of the Non-instructional Personnel and Services* (New York: Harper & Brothers, 1959), p. 224.

the work experience reported by candidates. Questions to be asked include those that will reveal the precise type of work done, the frequency, the extent of these tasks, the degree of self-planning, the degree of responsibility and freedom allowed by previous employers. Answers provided by the candidate should be verified with former employers.

Pay and Time

What pay scale should be used when engaging the services of a custodian? The pay scale will vary according to the degree of skills expected and according to local factors of supply and demand. Local school boards have often defined duties and responsibilities for custodial positions. This information is available for the asking. The local board also publishes a salary scale for this type of work. Such a scale is a fair basis for discussion. All arrangements regarding working conditions (hours, days), pay (base pay and extras), the pay period, deductions, and fringe benefits (sick leave, vacations, holidays, insurance) should be established and agreed upon (preferably in writing) at the time of employment. Custodians cannot be expected to be working a long day (from ringing the 6:00 a.m. Angelus to the 6:00 p.m. Angelus) and still be on duty for the PTA, Holy Name, or Guilds, several hours in the evening without extra remuneration. Long hours reduce efficiency, sap energies, reduce initiative, and ultimately undermine the entire operation and maintenance program.

The employment of the custodian is an activity of major consequence. The determination of the duties to be performed (operation, maintenance, and both) is a vital planning activity. The recruiting, screening, and evaluating of personal and professional qualifications is an important key to the choice of the most properly qualified candidate and also the key to the future success of the operational and maintenance program. The hiring of a custodian on probation makes it possible to instruct, train, observe, and evaluate the services rendered before making a final commitment on so important a non-instructional staff position. The probationary trial period in the public schools is generally from two to six months duration. During this period, both employer and custodian should be able to decide if the right man has been chosen for the job.

problem clinic

SEND IN YOUR PROBLEMS AND QUESTIONS about the management, operation, building, and maintenance of your schools and institutions to the Management Editor, CATHOLIC SCHOOL JOURNAL, 400 N. Broadway, Milwaukee 1, Wis. All letters will be answered personally. Problems of the most general interest will be reproduced on this page.

Q. We have been ordered by our insurance company to enclose stairways in the school with fireproof walls. Let me know how to proceed. — *New Jersey Pastor.*

A. First, get a written report from the insurance inspectors as to what is needed. Compare this report with the building code in effect in your state. If the building is quite old, it probably does not conform to the latest code. You should also ask the city building inspector and/or fire department inspectors to check the building and make written recommendations.

Sometimes all that is needed is to have fire doors installed at landings; or to cover doors with galvanized sheet metal. Your custodians could probably do this. If walls must be covered with fire brick or with metal lath and plaster, you will probably hire a building contractor or carpenter. Get estimates from two or three and be sure they specify the materials they will use.

If you have to build a new stairwell, such as is detailed in our article (CSJ, March, 1959, p. 71), you should consult an architect.

Q. We have sunken windows built around our rectory. In the hard winter, heavy snows fall into the areas. I would like to cover these with a thick plastic that resembles plate glass which would allow light to pass through. Where can I get such plastic? — *Iowa Pastor.*

A. You could use ¼-in. sheet plastic; Lucite or Plexiglas are two trade names. This material is custom cut, so be sure to give the exact dimensions of the area to be covered. Or make a paper pattern. You may be able to use a thinner sheet (⅛ in.) if the area is not too large so that it has to bear the weight of a large amount of snow. The ¼-in. plastic sheet sells for between \$1.40 to \$1.85 per sq. ft. Order it through your local hardware dealer.

Q. Our Mothers' Club is planning to install some form of window covering in our parochial school. The windows are six-pane, aluminum awn-

ing type. The upper four panels are glareproof, the lower two panels are clear glass, and all six open simultaneously. In the morning the sun is quite a problem to both the children and teachers. What type of window covering could we use? — *Pennsylvania Mothers' Club.*

A. There is no low cost way to remedy these sunny windows which were obviously an architectural error in this school. Here are some suggested remedies: (1) Build an overhang, at least 3 ft. deep of louvered wood or corrugated metal. However if the school is built of brick or stone, this might be difficult to attach to the building. (2) Install Venetian blinds or fiber-glass draperies. (3) Install sun screens inside the windows; they are expensive, but very effective in cutting down glare and heat. Since these windows already have glare-proof glass, the various glareproof treatments on the market probably would not be effective in your case.

Q. With an open bell tower, sleet and rain has given us quite a bit of trouble and even some damage. Still we would like to keep the sound of our bell. What can be done to house it sufficiently to keep out rain and sleet? — *Minnesota Pastor.*

A. Without knowing the construction details of your tower, it is difficult to reply. You might consult the architect who designed the tower, or the contractor who built it for their suggestions.

If the open tower is above the roof, there is the possibility that the roof leaks at some point. Repairing the roof and adding metal flashing and fittings at critical places would probably remedy the condition.

If you want to construct a covering for an open bell tower, construction should not be too difficult or costly unless some unusual condition exists. The sides could be filled in with sloping, weatherproof (but open) louvers, backed by a screen to keep out birds. Some consideration should be given to the ability of the underlying structure to carry the additional weight, and also to the appearance of the cover so that it enhances, rather than diminishes the total architectural effect.

Managing the Parish Fish Fry

By Thomas J. Farley

Director, School Lunch, City of Milwaukee Schools



— Photos, Coldwater Seafood Co.

Appetizing, uniform fish dinners are assured by using preportioned fish. Cod, sole, or haddock pieces come in squares, sticks, or fillet shapes, in weights from one to 5½ ounces.

Green cooked vegetables—beans, peas, asparagus, spinach—seem to have an affinity for fish and add color to the plate. So do crisp garnishes: carrot sticks, radish buds, tomato and lemon wedges, cucumber slices and all kinds of pickles.

For Fish Amadine (lower photo) saute slivered almonds in butter until golden brown, then pour over fish.

● THE FRIDAY night church supper can be a real money-maker when attractive, nutritious, and appetizing food is served. The days of greasy fish and soggy French fries are gone; today you couldn't give such food away, much less charge for it, even in the name of sweet charity.

Recent advances in fried food and quantity cooking techniques have changed the public taste rather abruptly in the past five years, so that any amateur organization starting up a fish fry would do well to seek advice and train a competent person, using new methods to run the operation pleasantly and profitably.

New Equipment

The deep-fat fryer of today has little in common with the tub of lard on a range used up until a few years ago. It also has nothing in common with the "good old cast-iron skillet" so many have used. But some misguided folks continue to use it, in spite of all evidence that the old methods are not only not up to standard but are also expensive in labor and material.

New fryers turn out up to 100 pounds of cooked fish per hour. Steady frying temperatures are maintained by thermostats which switch on after only a two-degree drop. This means a steady heat, uniform penetration, and rapid recovery whenever a fresh batch of food is dropped in. Contrast this with the slow-acting heat controls of a decade ago, when cooking fat temperature might drop 50 to 75 degrees before the burner was activated.

The optimum cooking temperature can now be set and maintained steadily. This is of utmost importance in deep-fat cooking, because an extreme high can cause outside overbrowning before the inside passes the raw state. Likewise, a temporary low temperature of the cooking oil causes the food to absorb fat.

A good modern deep-fat fryer keeps a steady ideal temperature, causing an intense heat to penetrate the fish while crisping the outer surface in a golden brown shell which retains the moisture and flavor of the food within. At the optimum temperature, cooking oil sears the food surface, but does not enter beyond that point; however, when the cooking oil heat drops, the fish soaks up grease like a sponge. The latter is what often happened in older-style deep-fat cooking when slow-acting thermostats failed to cut in promptly whenever a batch of cold fish was added to the pot. Widely fluctuating temperatures caused food to burn to shoe-leather consistency at one end of the range, while turning out fat-soaked, soggy offerings at the other.

New Cooking Fats

The ideal temperature for cooking fish is 350 degrees, so pick a shortening with a smoke point higher than that. That advice seems very simple. Nevertheless some cooks may happen to like a particular shortening with a smoke point of 325 degrees. When they use this shortening, double the time is required to cook the fish, and the result is a pile of grease-soaked food in a room filled with smoke.

Cooking temperatures are now considerably lower than even five years ago. Several hydrogenated shortenings are now tailor-made for special purposes. A shortening for baking is designed to cream at room temperature, and the smoke point is of no significance. However, in deep-fat frying, the smoke point has considerable bearing on performance.

The baker who likes lard because it makes a delicate, flaky crust, would make a grave mistake to use it in deep-fat frying, because lard cannot hold up in high temperatures. As cooking shortenings deteriorate through high temperatures and oxidation, their actual

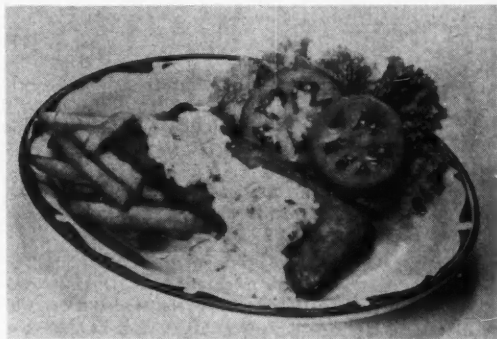
PARSLEY SAUCE FOR FISH

Ingredients	100 Portions (2 oz.)	25 Portions
Butter or Margarine	2 C.	½ C.
Flour	1½ C.	6 tbsp.
Milk, scalded	1 gal.	1 qt.
Salt	1 tbsp.	¼ tsp.
Ground White Pepper	1 tsp.	¼ tsp.
Onion Powder	1 tsp.	¼ tsp.
Instant Minced Onion	¾ C.	3 tbsp.
Salt	¼ C.	1 tbsp.
Ground White Pepper	2 tbsp.	1½ tsp.
Powdered Mustard	4 tsp.	1 tsp.
Lemon Juice	1¼ C.	5 tbsp.
Hard Cooked Eggs	8	2
Chopped Parsley	1 C.	¼ C.

Melt the butter or margarine in a heavy saucepan and remove from fire. Add the flour, blending well, and place on a slow fire for about 5 minutes, stirring constantly.

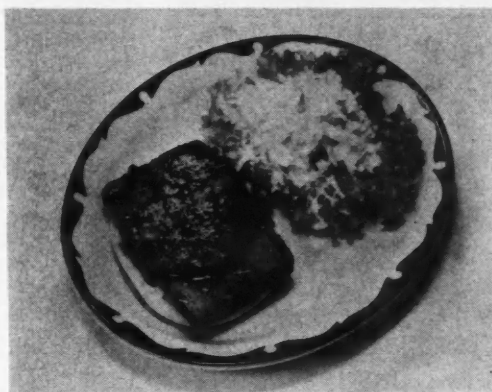
Add the scalded milk gradually, whipping well; add pepper, onion powder and minced onion. The cream sauce should be smooth. Simmer slowly 15 minutes.

Combine all other ingredients and stir them into the sauce. Simmer slowly 5 minutes.



— Photos and Recipes, Blue Water Seafood Co.

NEW SAUCES ADD ZEST TO FISH DINNERS



PIZZA SAUCE FOR ITALIAN FISH-WICH

Ingredients	100 Portions	25 Portions
Tomatoes	1 gal.	1 qt.
Tomato Paste	1 qt.	1 C.
Water	1 qt.	1 C.
Garlic Powder	4 tsp.	1 tsp.
Onion Powder	8 tsp.	2 tsp.
Salt	8 tsp.	2 tsp.
Ground Black Pepper	1 tsp.	¼ tsp.
Basil Leaves, crumbled	8 tsp.	2 tsp.
Oregano Leaves, crumbled	8 tsp.	2 tsp.
Butter or Margarine	½ C.	2 tbsp.

Strain tomatoes and reserve the juice. Chop the pulp finely or pass through the food chopper. Combine in a saucepan the tomatoes, juice, tomato paste, and water. Blend well. Add the other ingredients, mixing well. Bring to a boil, and then simmer slowly for 20 minutes.

To create pizza effect, place 3 or 4 oz. portion of breaded fish on half of a toasted English muffin or roll (placing other half alongside). Top with 2 oz. of pizza sauce. Garnish sauce with 1 teaspoon grated Parmesan cheese.

structures change to compounds of progressively lower smoking points and rancidity begins. The new hydrogenated shortenings are very resistant to the deterioration often described as rancidification. They retain their ability to cook at high temperatures for long periods without noticeable change.

New, efficiently controlled cooking equipment using modern shortenings can do a deep-frying job undreamed of only a few years ago.

New Foods

Forty years ago, creamed salted cod on potatoes was considered good fare. Fifteen years ago, little pan-fried perch fillets were standard on menus. Today, preportioned frozen fish, properly cooked, constitute your best guarantee of success when serving a large number

of plate lunches in a short period of time. Fillets cook unevenly because of their thin pointed ends which curl up and dry out before the centers are ready. On the other hand, the preportioned frozen piece is of uniform thickness, and cooks evenly to a predetermined standard of doneness without difficulty. Shrinkage is minimized, and quality is definitely improved.

Few of us are so fortunate as to live in areas where fresh seafood is available, but it is well to realize that freshly caught fish which are quickly flash-frozen at -40 degrees retain the full flavor of the fresh product. In addition, the frozen preportioned food also incorporates into an operation, uniformity of cooking and serving so that amateurs can turn out an entirely pleasing appetizing meal.

New Outlook

Deep-fat cooking produces a high-quality finished product which is low in fat content.

Modern cooking shortenings are used to transfer heat, rather than to flavor the food. Because the public has acquired a liking for many foods prepared in this manner, cooks who are willing to use the new equipment and simplified methods will meet with success even in their initial efforts.

Fish fries are run for a variety of reasons, the chief of which is to raise money. Consider, then, how the newer equipment and methods will do just that with a minimum of sweat and tears. What's more, there will be a good opportunity to establish community understanding and have fun doing it.

food service notes

FOR BETTER POPCORN

Selling crunchy, buttery popcorn at school athletic events can mean extra dollars for your school activity fund. The U.S.D.A. says there is plenty of corn for popping, since the crop is 15 per cent above last year. Here are some tips from the makers of **Cretors** popcorn machines that will help you turn out a top quality product that will assure large volume sales.

Buy a good quality machine, follow the manufacturer's instructions for popping corn and maintenance, and above all, keep

the machine clean. Buy high quality raw corn—trying to save 50 cents on 100 pounds of corn can cost you \$10 to \$20 in profits. Use a high quality coconut popping oil in a ratio of one part oil to three parts corn. Corn should pop in 2½ minutes. Be sure the machine circulates heat, this eliminates moisture and keeps the popped corn crisp and hot. A final tip is to engage an intelligent operator.

MOUTH-WATERING PASTRY

All the secrets of the pastry cook are disclosed in a 32-pp. illustrated booklet on "Danish Pastry—The Aristocrat of Yeast-Raised Sweet Goods." It reveals basic dough recipes, instructions for handling,

rolling and proofing this delicate dough, plus 14 delicious toppings and variations. Send for a copy from **Swift and Co.**, Research Bakery, Chicago 9, Ill. Swift makes four brands of margarine plus the new **Maxilim** shortening which extends the keeping quality of pastry. All are packaged in 50 lb. cans or cubes and in 400-lb. drums.

(For Recipes, Circle Index Code R-10)

NEW CONVENIENCE FOODS

Kraft Foods introduces Instant Pie Filling and Pudding mix to the institutional market in 12 two-pound packages to the case. Three popular flavors are offered: vanilla, chocolate, and butterscotch. Blend the mix with 1 gallon of chilled milk, mix for five minutes, then pour into baked pie shells or serving dishes. Chill 30 minutes before serving.

The new **Pillsbury** Rapid Roll Mix cuts preparation time for soft dinner rolls by as much as 49 per cent by eliminating the tricky fermentation period. Bakers can take dough direct from mixing machine to make-up table; the vital proofing period is retained. Portion cost is 1.3 cents per 1¼ oz. roll.

Granulated onion and granulated garlic packaged in 10 and 12 oz. (respectively) glass jars with shaker tops have been added to the Allied Food line of **Continental Coffee Co.**, Chicago. The powdered forms will not lump in hot water. Onion is in a concentration of 10 to 1; garlic is five to 1 compared with the fresh onion and garlic.

A diversified institutional line of 11 canned meat products is now available nationally from **John Morrell & Co.**, Chicago meat packers. The line includes 6½ lb. No. 10 tins of: beef and gravy, pork and gravy, beef with barbecue sauce, corned beef hash, chili con carne with beans, ham shanks, and ham chunks. Two-pound cans of boned chicken, and boned turkey, and a 6¾ lb. tin of ox tongue prepared according to an old English recipe, complete the tested and government inspected line.

EVALUATE FOOD PORTIONS

A 32 pp. Bulletin No. 72 from the U. S. Department of Agriculture gives the *Nutritive Value of Foods*. It lists all kinds of raw and processed foods, giving calory count, and water content, plus gram measures of protein, fat, carbohydrate, vitamins, and minerals. Nutritionists and menu planners should send for a copy, only 20 cents, from U. S. Government Printing Office, Washington 25, D. C.

A WORD TO THE WISE

Churches which rent out their halls and kitchens as a matter of policy are advised that they may do so at the risk of their tax exempt status. In a few cases, caterers and restaurant managers have asked the Revenue Service to investigate the matter. While the Government has authority to revoke tax exemptions, it will probably do so only in the most flagrant cases.



BULK REDUCES TO BASICS

...in reference material, too!

Years ago, when

THE AMERICAN EDUCATOR ENCYCLOPEDIA was first published, it was designed to be read and used by all ages...to be free of excessive wordage, yet comprehensive in coverage...and fairly priced.

Today, at Tangley Oaks, we uphold these same convictions. As proof: **THE AMERICAN EDUCATOR** ENCYCLOPEDIA is still available in 10 volumes. Reckoned in terms of today's dollar value, the price has not advanced in almost 30 years.

Only by a high order of planning, selection and writing has this been possible and "encyclopedia obesity" been avoided...with no sacrifice in quality, with wide coverage in the fewest possible words. Its 10,276 articles in the 43 fields of human knowledge—with 8,200 magnificent illustrations and 1,500 cross references—enlighten, satisfy and explain the speeded-up demand of knowledge in our modern world.

Publishers of:

AMERICAN EDUCATOR ENCYCLOPEDIA
WONDERLAND OF KNOWLEDGE
MY BOOK HOUSE
PICTURESQUE TALE OF PROGRESS
BOOK TRAILS
JUNIOR INSTRUCTOR
WORLD TOPICS YEAR BOOK



TANGLEY OAKS
EDUCATIONAL CENTER

publisher's house Lake Bluff, Illinois
"Dedicated to the Creation of Better Books"



Cut the cost of cutting grass with

Jacobsen Turf-King 76

Mow more area faster and have a smoother, finer looking lawn with the new 76 inch Turf-King. The three articulated, power driven reels operate *ahead* of all wheels, following ground contours, leaving no unsightly ridges. Wing units are retractable for close

quarter mowing, will cut at 25 degree angle, up or down. Heavy duty construction means low maintenance, long operating life. Let us arrange a free demonstration by your nearby Jacobsen Dealer and Service Specialist. Send coupon today.



Jacobsen

Manufacturing Company
Dept. SJ2, Racine, Wisconsin

Jacobsen Manufacturing Company
Dept. SJ2 • Racine, Wisconsin

Please send me the following:

- ☐ Complete literature, Turf-King 76.
☐ Arrange a demonstration—no obligation.

Name _____ Title _____

Address _____

City _____ Zone _____ State _____

RECENT BOOKS FOR CLASSROOM AND LIBRARY

(Continued from page 78)

An immediate and complete reference for all basic and specialized scientific information.

Christian Life Calendar

By Fathers Murphy and Kolanda. \$1. Bruce.
Popular liturgical calendar featuring prayers from the Mass of the day and short suggestions for daily meditations.

Dictionary of Liturgical Latin

By Diamond. \$2.50. Bruce.
Defines more than 11,000 words found in the liturgy of the Church.

1961 National Catholic Almanac

Ed. by Rev. Foy, O.F.M. \$2.75. St. Anthony.

MAPS AND GLOBES

Denoyer-Geppert Maps

Latin America (S676vr), 54 by 70 in., 115 mi. to the inch, visual-relief technique, English and Spanish text.

Mexico, Central America, West Indies and Northern South America (S567vr), 54 by 44 in., 115 mi. to the inch, visual-relief technique, dual text.

Caribbean Area (S77vr), 64 by 44 in., 35 mi. to the inch, visual-relief technique, English and Spanish text.

Middle America (S677vr), 64 by 44 in., 70 mi. to the inch, visual-relief technique, English text.

Union of Soviet Socialist Republics and Adjacent Lands (RL52arp), 64 by 44 in., 96 mi. to the inch, Wenschow Relief-Like technique.

Chesapeake Bay Area (J119vr), 44 by 64 in., 6.5 mi. to the inch, visual-relief technique.

Pennsylvania (S137vr), 64 by 44 in., 5.5 mi. to the inch, visual-relief technique.

Ohio (V134), 35 by 37 in., 8 mi. to the inch, Tactual-Relief may be formed in plastic. Denoyer-Geppert Co.

Denoyer-Geppert Desk Maps

Polar Co-ordinates Chart (7201), 8½ by 11 in., *Polar Co-ordinates Chart* (8201), 11 by 16 in., *Ancient Athens* (8087), 11 by 16 in., *Imperial Rome* (8094), 11 by 16 in., *Latin America* (8676), 11 by 16 in., *United States excluding Alaska and Hawaii* (contours) (8001c), 11 by 16 in.

Hammond's Advanced Reference Atlas

Student atlas for integrated social science courses. \$3.50. Hammond.

Hammond's Comparative World Atlas

A geographical desk atlas for the individual student. 50 cents. Hammond.

Hammond's Historical Atlas

The initial maps are devoted to global views of the great civilizations and to detailed maps of the Ancient World to present times. 50 cents. Hammond.

Hammond's World Atlas for Students

Desk atlas for individual student's use in all the social studies. Hammond.

Atlas of the Bible

All biblical places are shown in 35 full-color maps and 408 illustrations. \$15. Liturgical.

Three Dimensional Contour Map of Palestine

3 by 5 ft.; 4 in. high. \$114.95. Cast in plastic from model of government topographic maps. Areas and sites may be painted in as class projects. Liturgical.

Panorama of Biblical History

By Montjuvin. \$1.50. Fides.

A seven-ft. long fold-out chart presenting chronology of biblical events.

Denoyer-Geppert Science Series

54 by 44 in. charts. Denoyer-Geppert Co.

Group I, The Science of Living Things: (1) Life on Earth; (2) Plants; (3) Plant Classification; (4) Animals; (5) Animal Classification; (6) Carbon-Oxygen-Nitrogen Cycles; (7) Human Nervous System; (8) Human Muscular and Skeletal Systems; (9) Human Circulatory and Digestive Systems; (10) Human Respiratory, Lymphatic and Endocrine Systems; (11) Food; (12) Health and Safety.

Group II, The Science of the Earth: (1) Picture History of the Earth; (2) The Earth as a Sphere; (3) Relationships of Earth and Sun; (4) Maps; (5) Time; (6) Inside the Earth and Layers of the Atmosphere; (7) Wind Systems of the Earth; (8) Changing of the Earth; (9) Rocks and Minerals; (10) Rocks and Soils; (11) Water on the Earth; (12) Conservation.

FOR LIBRARIANS

Books for Boys and Girls 1960-61

Annotated titles for the youngest reader up to high-school level. Lists fiction, biographies, religious books, factual books, classics, poetry, plays, and music. All books have been published since June 1, 1960. Campbell and Hall, Inc.

List of 250 children's books, old favorites and modern classics. Arranged by age and subject. \$3.35 for 100 copies. Bowker.

(Continued on page 110)

For Successful Science Teaching CHRISTIAN SOCIAL LIVING SCIENCE SERIES

With Health and Safety, Grades 1-8

Msgr. E. J. Westenberger and Sister M. Aquinas

Outstanding Features:

- An Activity Program — not readers with stories about science
- A Modern, Up-to-Date Science Series
- Health and Safety made an integral part of the program
- Pupils' Texts make learning quicker and easier
- Teachers' Manuals facilitate teaching
- Abundant Tests

For additional information about the
CHRISTIAN SOCIAL LIVING SCIENCE SERIES
Write for our free SCIENCE WALL CHART

LIDLAW  BROTHERS

Thatcher and Madison

River Forest, Illinois



Roy Saker, with West for 7 years, today calls on the MacArthur School and Taft J.H.S. in Lake County, Indiana.

A man like
Roy Saker, Jr.
*can be your authority
 on school sanitation and
 maintenance problems*

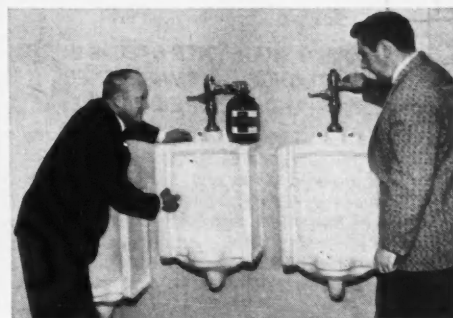
He is one of West Chemical's 457 school experts who offer you free personalized technical service



REDUCES FLOOR MAINTENANCE. Wax-less Tredcote® gets endorsement of MacArthur School Principal Lloyd Smith (right) as he examines no-slip, scuff-resistant surface. Saker reminds Janitor G. H. Jones that Tredcote requires no buffing, no stripping — holds shine even in heavy traffic zones, with no more than damp-mop touch ups.



ELIMINATES DUST AND GERMS. Super Westone® keeps gym floor in shape with dustless sweeping. Saker tells Coach Fauver how it arrests dust, removes bacteria, protects floor from discoloration.



KILLS GERMS ON CONTACT. Saker shows Taft Principal Smead how hospital-proved Wescodyne® cleans as it disinfects, gives low-cost protection against athlete's foot, polio, strep and staph infections. After washrooms, lockers and classrooms get a going over.

A technical expert like Roy Saker can analyze your requirements, help you get more for your maintenance budget. He's experienced at solving problems with an efficient West Maintenance Program. He works with your staff — gives free instruction, free supervision and free periodic follow-up.

He can guarantee improved appearance and higher sanitation standards . . . and show you how to *reduce* maintenance costs! For full information write your nearest West office or West Chemical Products, Inc., 42-16 West St., Long Island City 1, N. Y. In Canada, 5621-23 Casgrain Ave., Montreal.

*America's foremost
 specialists in
 school sanitation
 and maintenance*





Here's Certified Proof!

APSCO PENCIL SHARPENERS OUT-PERFORM and OUTLAST COMPETITORS'

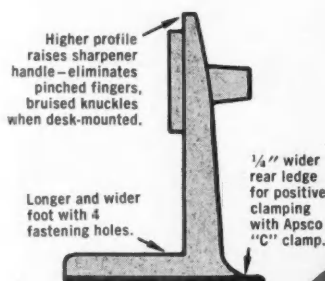
Cut Your Replacement Costs!

Built to take the punishing abuse of day-after-day school-room use, Apsco Sharpeners continue to put sharp, clean points on pencils after years of service. Proven best by years of actual use in school systems, Apsco Pencil Sharpeners were recently subjected to rugged endurance tests by impartial testing laboratories. In every test — durability, workmanship, design and operation — Apsco Pencil Sharpeners came out on top! If your school works on a "tight" budget, start saving important dollars on pencil sharpener replacement—specify Apsco Pencil Sharpeners!

THIS NEW SUPER-STRONG #145 ZAMAK BASE IS SUPPLIED ON THE GIANT, CHICAGO AND PREMIER STANDARD MODELS.

THE APSCO SHARPENER BASE IS UP TO 180% STRONGER—HEAVIER WHERE IT NEEDS IT AND... MORE DURABLE!

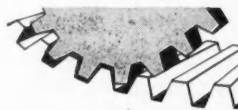
New internal gear is an integral part of the base. Ninety degree angles in design of bottom-cored base and in foot, increase strength by 130% over former models. A longer, wider foot with four screw holes permits mounting in any position on shelf, desk, or wall. Heavy-duty receptacle locks in place with an all-steel ring staked at six points.



This is one of the high-pressure testing devices that proved the superiority of Apsco Pencil Sharpeners.



Apsco cutterheads feature hollow-ground cutters that shave instead of grind for cleaner operation; metal pinion gears for longer wear.



Full gear surface of cutterhead pinion meshes with integral gear teeth to diffuse pressure, lessen gear wear.



Cast as an integral part of the base, this new internal gear is built to stand up under rugged schoolroom use.



APSCO PRODUCTS, INC.

P.O. Box 840, Beverly Hills, California, Dept. 17-2

Impartial tests prove Apsco best for school use!

FROEHLING & ROBERTSON, INC.
INSPECTION ENGINEERS • CHEMISTS • BACTERIOLOGISTS

SINCE 1881

BRANCH LABORATORIES
HOBOKEN, CHARLOTTE, RALEIGH
WASHINGTON, BALTIMORE

RICHMOND, VIRGINIA

SEPTEMBER 6, 1960

MAIN OFFICE & LABORATORIES
514 WEST CARY STREET
RICHMOND, VIRGINIA

NO. H-322-9-A

EXAMINATION OF PENCIL SHARPENERS

MADE FOR: APSCO PRODUCTS, INC.,

SAMPLES: (A) "APSCO GIANT" - MANUFACTURED BY APSCO PRODUCTS, INC.
(B) "CHICAGO", MODEL 22 - MANUFACTURED BY [REDACTED]

COMPARATIVE INSPECTION 0-0-0

	(A) "APSCO"	(B) "CHICAGO"
OVERALL WEIGHT, GRAMS	498.0	371.0
WEIGHT, GEAR BOX & SCREW	248.3	133.2
BASE ASSEMBLY, GRAMS	170.0	152.5
WEIGHT, CUTTER AND CRANK	HEAVY, CAST	LIGHT, PRESSED
ASSEMBLY, GRAMS	METAL CASTING	METAL CASTING
GEAR RING, TYPE	HEAVY	LIGHT
WALL ATTACHMENT	4	2
WEIGHT, CONSTRUCTION	2-1/8	2
SCREW HOLES	2-13/16	1-1/2
GREATEST WIDTH, INCHES	NYLON PLASTIC	PRESSED METAL
SELECTOR DIAL	PLASTIC	WOOD
CRANK HANDLE KNOB	5, VARIED	8, VARIED
SELECTOR OPENINGS	QUIET	NOISY
OPERATION	GOOD	FAIR
GENERAL WORKMANSHIP		

REMARKS: IN OUR OPINION, THE "APSCO" SHARPENER IS SUPERIOR IN OVERALL QUALITY, FINISH, AND WORKMANSHIP. IT IS CONSTRUCTED ON A CONSIDERABLY HEAVIER BASE, IS QUIETER AND SMOOTHER IN OPERATION THAN THE "CHICAGO" SHARPENER.

IT IS OUR OPINION, BASED ON OUR COMPARATIVE INSPECTION OF THE TWO MODELS SUBMITTED, THAT THE "APSCO" SHARPENER IS SUPERIOR IN QUALITY OF MANUFACTURE AND OPERATION.

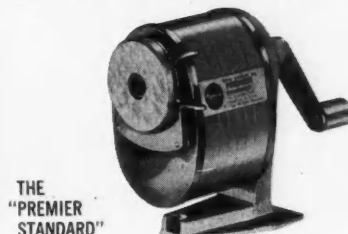
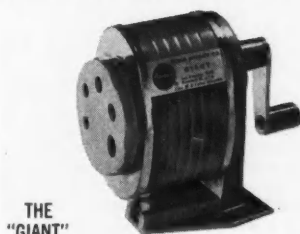
RESPECTFULLY,
FROEHLING & ROBERTSON, INC.

5cc APSCO PRODUCTS, INC.

MEMBER: American Society for Testing Materials • American Concrete Institute • American Council of Commercial Laboratories • Virginia Academy of Science
American Road Builders Association • Southern Association of Science & Industry • Society for Nondestructive Testing
REPRESENTED IN: American Wood Preservers Association • Association of Asphalt Paving Technicians • American Water Works Association • American Chemical Society • American Public Health Association • Technical Association Pulp & Paper Industry

**Ask Your School
Supplies Distributor
about Prices**

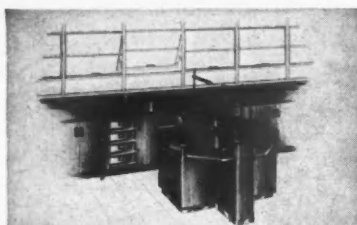
Contract prices on Apsco Products are available on request. Ask your supplier or write direct for name of your nearest Apsco distributor.



Apsco

APSCO PRODUCTS, INC.

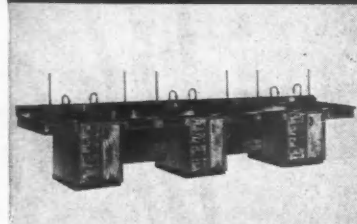
P.O. Box 840, Beverly Hills, California, Dept. 17-2



CENTERSCOPE TABLE



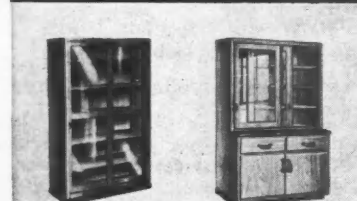
INSTRUCTOR'S DESK - W5750



COMBINATION SCIENCE TABLE - W5210



MODULAR CENTER TABLE - MOD100



STORAGE CABINET
W2500

STORAGE CABINET
W2560



FUME HOOD - H100 SERIES

in wood
or steel...

best answers from

METALAB LABCRAFT

In your planning recommendations of Educational projects requiring laboratory equipment, you will want to take advantage of the knowledge and experience of Metalab-Labcraft. You will require literature, catalogs, latest designs and budget estimates. You want competent advice and assistance on installation and engineering problems.

There is a best answer to laboratory equipment and furniture problems... wood or steel... from METALAB.

Advisory, planning, engineering and other aspects of laboratory equipment thinking are yours without obligation.

Write for literature and catalogs covering your field of interest whether industrial, educational, wood or steel. You will find these most helpful.



Sales Representatives
throughout the nation.
Please consult your
local telephone directory.

METALAB *Equipment Company*

A Subsidiary of Crescent Petroleum Corporation
243 Duffy Avenue • Hicksville, L.I., New York

CLASSROOM AND LIBRARY

(Continued from page 106)

Growing Up With Books 1960

Let's Read Together: Books for Family Enjoyment

\$1.50. Ten copies, \$13.50. 25, \$27.50. 50, \$50. A.L.A.

An annotated listing of 500 titles for family reading aloud or for the child's own library.

Recommended Children's Books of 1959-60

Compiled by Davis. \$2. Bowker.

Books are arranged by grade and subject with author-title index.

Growing Up With Science Books 1960

Lists 200 information science books for the youngest reader up to the teenager. \$3.35 for 100 copies. Bowker.

Catalog of Catholic Paperback Books

By Eugene Willing, director of libraries at the Catholic University of America. Published by Catholic Book Merchandiser. 370 Seventh Ave., New York 1, N. Y.

A list of about 900 books arranged by author, title, and subject, containing many titles overlooked in other lists.

Good Reading

Ed. by Weber. Paper, 75 cents. New Am.

Classified reading lists compiled by Committee on College Reading.

A Popular Guide to Government Publications

By Leidy. 2nd ed. \$6. Columbia.

More than 3000 titles arranged under many subject headings to show the wide range of information available from the government.

Guidelines for Library Planners

Ed. by Doms and Rovelstad. \$3.75. A.L.A.

A practical guide to the major aspect of planning and equipping school library buildings and public library buildings.

Educators Guide to Free Films

Ed. by Diffor and Horkheimer. 20 annual ed. 1960. \$9. Educators Progress Service.

Includes 4276 titles of films.

Educators Guide to Free Filmstrips

Ed. by Diffor and Horkheimer. 12 annual ed. 1960. \$6. Educators Progress Service.

Lists 624 titles of free filmstrips, including 38 sets of slides.

Educators Grade Guide to Free Teaching Aids

Ed. by Suttles and Fowlkes. 6th annual ed. 1960. Educators Progress Service.

Annotated schedule of selected free maps, bulletins, pamphlets, exhibits, charts, and books.

Educators Guide to Free Tapes, Scripts, and Transcriptions

Ed. by Wittick and Halsted. 7th annual ed. 1961. \$5.75. Educators Progress Service.

Information of 129 free tapes, 230 free scripts, and 106 free transcriptions.

Educators Guide to Free Science Materials

Ed. by Saterstrom and Renner. 1st ed., 1960. \$6.25. Educators Progress Service.

Lists currently available free audio-visual and other science curricular enrichment aids.

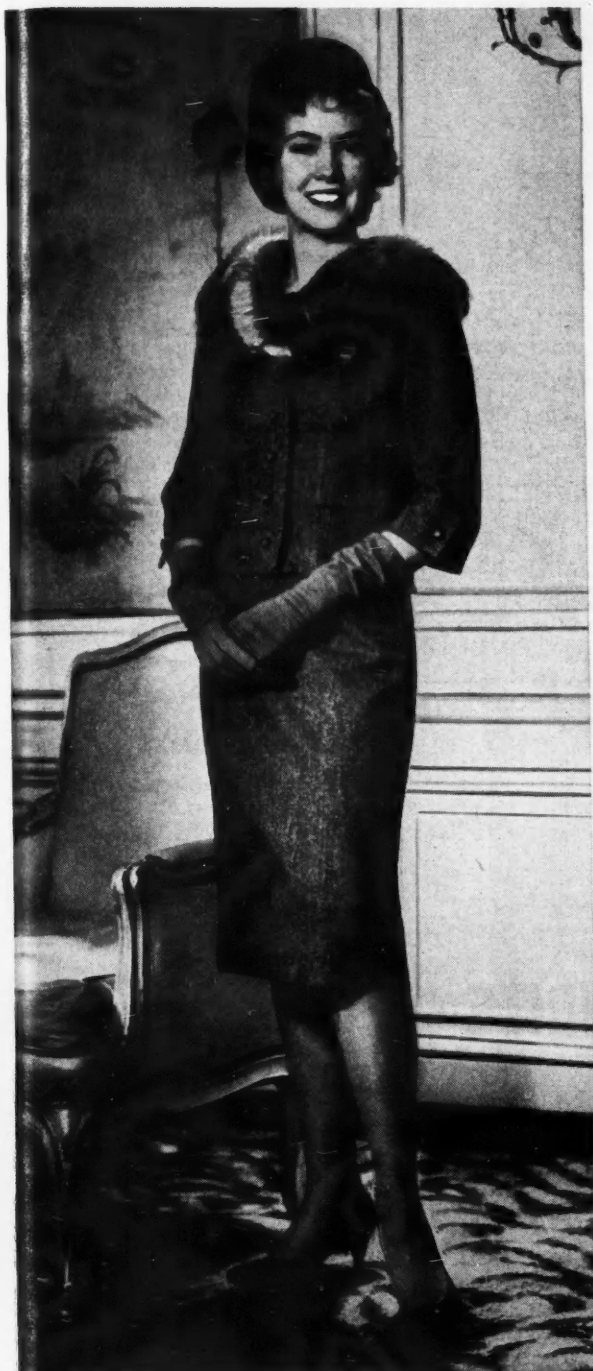
Educators Index of Free Materials

Ed. by Fowlkes and Cody. 63rd ed. 1960. Educators Progress Service.

Lists sources of free maps, bulletins, pamphlets, exhibits, charts, books, magazines, transcriptions, radio scripts, and other items.

(Continued on page 112)

Stars of 1960 **SINGER** Young Stylemaker Contest



Top thrills of sewing! These Grand Winners out-sewed 60,000 girls in the 1960 Young Stylemaker Contest. They were among 5000 who won prizes including sewing cases and SINGER* Sewing Machines.

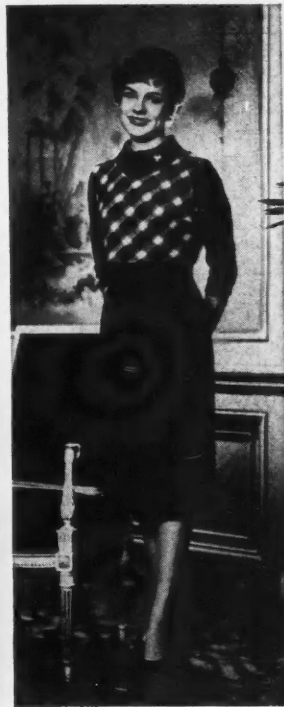
The 15 top regional winners (five from each Division) traveled to New York for an expense-paid round of sight-seeing, plays and judging—for which they modeled their own creations.

Start planning now for a 1961 winner from your school! Use these success stories to encourage your students to enter the 1961 Contest . . . open to girls 10 to 21 who enroll in the SINGER Contest Dressmaking Course. There'll be thousands of winners . . . *no losers!* Everybody improves sewing skills, and has fun making a dress, suit or other wearable. Watch for contest rules to be published soon.

Misses and Mrs. Division Winner, Mary Jane Diehl of Canfield, Ohio, now a college freshman, won \$1000 and a trip for two to Paris couture houses. She used Vogue Pattern #5029 for her brown and white wool herringbone suit.



Teen Winner—15-year-old Texas belle, Cheryl Ann Little of San Antonio won United States Tour and \$600 with this black and white checked wool suit. Vogue #1637.



Tween Winner—Frances Wargo, 13, bright-eyed Bellaire, Texas lass, sewed up top prize of U. S. Tour and \$400. She made her green wool dress from Simplicity Pattern #3541.

SINGER SEWING CENTERS



Listed in your phone book under SINGER SEWING MACHINE CO.

*A Trademark of THE SINGER MANUFACTURING CO.



FREE catalog of elementary and junior high science teaching aids

Now, for the first time, to meet the daily classroom and laboratory needs of teachers in elementary and junior high schools, the entire field of young people's science materials has been combed to produce the most comprehensive descriptive listing available of science teaching aids geared specifically to kindergarten through ninth grade. 32 pages, profusely illustrated; describes more than 300 science and mathematics materials—many never before available to schools. Obtainable only through the Science Materials Center, catalog includes materials for teacher demonstrations and for group and individual projects by students. For FREE copy, write to Science Materials Center, 59 Fourth Ave., N. Y. 3, N. Y., Dept. M-183.



SCIENCE MATERIALS CENTER
a division of The Library of Science

TEXTBOOKS

for Catholic
schools,
high schools,
colleges
and seminaries.

Write for complete
catalog.

BENZIGER BROTHERS, Inc.

6-8 Barclay Street
New York 8, N. Y.

BOSTON 10 • CINCINNATI 1
CHICAGO 6 • SAN FRANCISCO 3

CLASSROOM AND LIBRARY

(Continued from page 110)

FOR TEACHERS

ENGLISH

The Pattern of Criticism

By Hamm. \$3.75. Bruce.
Intended for college course in literary criticism. Discusses philosophical implications of criticism, and specific solutions of moral and psychological problems met by the critic.

An Anthology of Old English Poetry

Translated by Kennedy. \$4.50. Oxford.
Includes elegies and dramatic lyrics, sea poetry, riddles, Beowulf's last battle, religious allegory, Old Testament and Apocryphal verse, Cynewulf and his followers, and historic battle poems.

Myth and Symbol in Ancient Poetry

By Musurillo, S.J. \$5. Fordham University Press.

The Powers of Poetry

By Highet. \$6. Oxford.
39 essays on poets and poetry.

The Oxford History of English Literature

Vol. VII: English Literature in the Early Eighteenth Century, 1700-1740. By Dobrée. \$10. Oxford.

English for New Americans

By Flint. \$2.50. Chilton Co.
Covers such subjects as shopping at the supermarket, finding a job, and buying a coat. Includes a student workbook.

On Their Own in Reading

By Gray. Scott.

GUIDANCE

Counseling in the Secondary School

Ed. by Father Stafford, C.S.V. \$2.50. Catholic U.

Group Techniques for the Classroom Teacher

By Caldwell. 54 cents. S.R.A.

Guidance Services

By Humphreys & others. Rev. \$4.50. S.R.A.

Orientation to the Job of Counselor

By Roeber. 1961. S.R.A.
A practical guide to the everyday situations the new counselor faces on his job.

Working With Superior Students: Theories and Practices

Ed. by Shertzer. \$5.95. S.R.A.

The Lore and Language of School Children

By Opie. \$8. Oxford.
Based on information collected during the past eight years from 5000 children in England, Scotland, and Wales, this volume is a record of the customs, language, rhymes and chants of children when out of school.

Personality Development and Adjustment in Adolescence

By Schneiders. Rev. \$5.75. Bruce.
A complete picture of the adolescent from puberty to adulthood.

Fundamental Marriage Counseling

By Cavanaugh, M.D. Rev. ed. \$5.50. Bruce.
Written from the Catholic viewpoint. Intended for marriage counselors, priests, physicians, and social workers.

(Continued on page 114)

check...

THE NEW I LEARN TO WRITE

... it speaks

for itself!

examination copies
on request

E. C. SEALE & COMPANY, INC.
INDIANAPOLIS 20, INDIANA
Publishers of "The New I Learn to Write"

THE NEW HAMMOND

Extravoice ORGAN

\$895*

only \$25 down

Everything about it
is new and just right
for a school... even
the new low
Hammond price!

Extravoice is a trademark of Hammond Organ Company.



Now your school can own a Hammond Organ for the lowest price ever. But that's not the whole Extravoice story. Far from it! See what else this completely new Hammond Organ has to offer you: ● the rich and beautiful tones of three keyboards played from a single, simple keyboard ● the capacity to render every type of music for instruction, for entertainment, for ceremonies ● the compactness that takes very little space and lets you move the organ anywhere easily ● the solid Hammond craftsmanship that will keep this organ performing faithfully year after year. You can try the new Extravoice Organ right in your school. Call your Hammond dealer for a demonstration. Soon!



Another fine Hammond model
for the school, the Hammond
Spinet Organ.

*Less Federal Excise Tax, F. O. B., Chicago; bench extra.

HAMMOND ORGAN . . . music's most glorious voice

HAMMOND ORGAN COMPANY
4224 W. Diversey Ave., Chicago 39, Ill.

Please send me:

- ☐ Free color catalog of Hammond Organs.
- ☐ Details on how we can have free showing of color film, "The Science of Sound and Musical Tone."

Name _____

School _____

Address _____

City _____ Zone _____ County _____ State _____

©1950, HAMMOND ORGAN COMPANY

CS2-51



CLASSROOM AND LIBRARY

(Continued from page 112)

What Could I Be?

By Lifton. 50 cents. S.R.A.

Teachers manual: *Introducing the World of Work to Children*, 50 cents.

How God Made You

By Odenwald, M.D. \$2.50. Kenedy.

An illustrated story of creation and the continuation of life for children, ages 6-8. Contains an imprimatur.

Personal Adjustment, Marriage and Family Living

By Landis. 3rd ed. \$4.36. Prentice.

Christian Family Finance

By Whalen. \$2.95. Bruce.

Guidebook for the middle income group to help them solve financial problems.

Making the Later Years Count

By Dr. App. \$3.95. Bruce.

A program for those approaching old age or for those who care for an older citizen.

The Vocation of the Single Woman

Ed. by Father Carré. \$3. Kenedy.

A symposium of views on celibacy. Discusses the problems faced by the single woman.

Catholics on Campus

By Whalen. 1961. \$1.50. Bruce.

Tells the Catholic student on a non-Catholic campus what he may expect to find and how to make the most of his opportunities.

Help Me, Father

By Father Bleidorn. \$3. Bruce.

A handbook stressing the need for a technique of spiritual counseling outside the confessional.

Manual for Retreat Masters

By McNamara, O.C.D. \$1.50. Bruce.

Emphasizes structure of a good teen-age retreat and how to give it.

Crusade for Education

A monthly nonfee placement journal for educators. The annual International Issue is especially devoted to foreign positions. Send for a copy for \$2 from The Advancement and Placement Institute.

Summer Placement Directory

1961 edition. \$3. The Advancement and Placement Institute.

Lists more than 14,000 summer earning opportunities, including student training programs and citizenship projects.

MUSIC

Art of the Choral Conductor

By Father Finn. Vols. 1 & 2. Rev. 1960. \$4.50. Summy-Birchard.

Chant Accompaniment Simplified

By Sister Cecile, O.S.B. \$1. Liturgical.

The Message of the Mass Melodies

By Father Murrett, M.M. \$3. Liturgical.

Father Murrett shows how the chant of the Mass Proper is aptly expressive of the prayer it accompanies.

The New Oxford History of Music

Vol. III: *Ars Nova and the Renaissance*, 1300-1540. Ed. by Abraham and Hughes. \$11.50. Oxford.

Covers a period of greatly increasing power and subtlety in polyphonic music.

The Solesmes Method

By Dom Gajard, O.S.B. \$2.25. Liturgical.

The fundamental principles and practical rules of interpretation of the Solesmes method of chant.

Prentice-Hall Choral Series

By Wilson and Ebret. 1961. Book 5: SA. \$1.25. Prentice.

Unison Mass for Parish Use

By Sister M. Carletta, O.S.B. 50 copies: \$1. Liturgical.

Arranged for alternate singing between the body of the faithful and a small group or choir.

PHILOSOPHY

Formal Logic

By Dopp. Translated by Ramires and Sweeney. Wagner.

The latest in "The Louvain Philosophical Series" now available in English.

The Heythrop Journal

A new quarterly journal in philosophy and theology, published by the Jesuit Fathers of Heythrop College, England, in January, April, July, and October. Subscription: \$6 per year. Single copies: \$1.75. Address requests to Fordham University Press.

It Stands to Reason

By Harvey, O.F.M. \$4.95. Wagner.

A discussion of philosophy in the layman's terms.

The Mind and Heart of Augustine

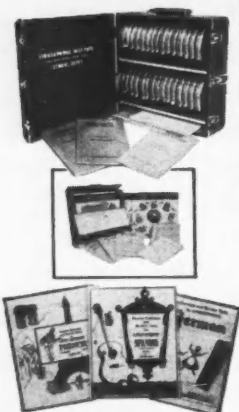
Compiled by Flood. \$2.95. Academy.

A biographical anthology, with comments by the editor, which draws upon Augustine's letters and sermons to present a readable vademecum to the Catholic philosopher.

(Continued on page 118)



See and hear a
**CLASSROOM
DEMONSTRATION**
Linguaphone
**NEW ELECTRONIC
LANGUAGE-TEACHING TAPES**



**Linguaphone
School Tapes
are available in
The 4 Most Popular
Languages:**

Western Hemisphere Spanish,
French, German, and Russian.

The Linguaphone Language Program is
qualified under the provisions of the
National Defense Education Act.

In your own school, inspect this latest development in audio-visual language training... outgrowth of Linguaphone's experience in over 18,000 schools, colleges, and universities.

Here at last is a teaching tool that helps students learn more... faster. For here is a new kind of conversational language program that makes language-learning more enjoyable, language-teaching much easier.

Linguaphone's unique combination of native linguists and modern electronic devices makes possible tape and disc recordings of such unusually fine quality that every subtle nuance of pronunciation, diction, phraseology, and accent is clear and understandable. The *synchronized* Tapes and Discs, together with up-to-date Workbooks (by Dr. Theodore Huebener) and student and teacher Manuals, comprise the **ONLY COMPLETE** language study program available today.

Such an achievement cannot be described; it must be *seen and heard*. That is why we invite you to evaluate this new Linguaphone School-Tape Program in your own classroom.

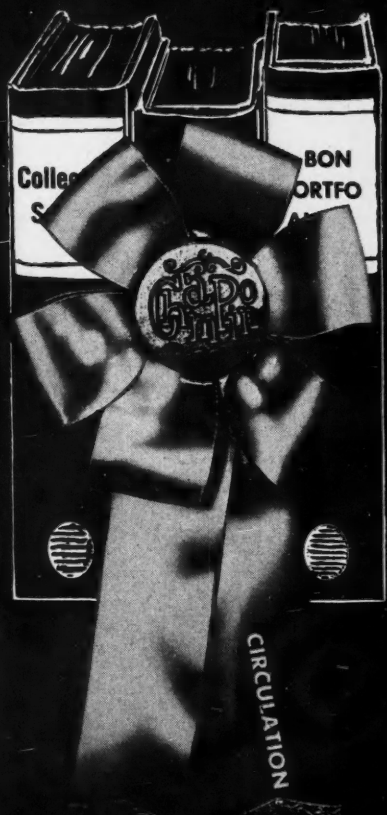
For descriptive literature and a free demonstration with no obligation, simply mail coupon.

LINGUAPHONE INSTITUTE Dept. SD-185-021 Radio City, N. Y. 20

LINGUAPHONE INSTITUTE, Dept. SD-185-021 Radio City, N. Y. 20
Gentlemen: I am interested in receiving literature about the Linguaphone School-Tape Program and would like more information about a classroom demonstration. No obligation, of course.

Name _____
Position _____
School Name _____
School Address _____

...an award for **'BOOK LONGEVITY'?**



When the Book Acquisition Budget remains unstrained because books survive all longevity statistics, the grateful librarian may wish to bestow an award on those circulation heroes! However, many librarians, instead, bestow their appreciation on an advanced, simplified and economical method developed by Bro-Dart. This method so ingeniously repairs books (and, in addition, fortifies them at their most vulnerable points) that more of the budget is used for new title acquisition instead of replacements.

Bro-Dart

Modern, Simplified and Economical Book Repair Method

- ★ **Bind Art®**
- ★ **Book-Aid®**
- ★ **Mending Tape**
- ★ **Plasti-Lac™**



Write for your free, valuable copy of "Modern Simplified Book Repair."

Bro-Dart INDUSTRIES

Home Office: 233-R1 56 Earl St., Newark 8, N. J.
West Coast: 1888 S. Sepulveda Blvd., Los Angeles 25, Calif.
In Canada: Bro-Dart Industries (Canada) Ltd.,
909 Pape Avenue, Toronto 6, Ontario

SPARK LENTEN MEALS



ICELANDIC

UNI-PORTIONS

quick frozen
ready to cook



S WITH ICELANDIC[®] FROZEN SEAFOODS

*the quality line
gives you
a variety of delightfully delicious
cost-controlled dishes!*

FISH STEAKS

Icelandic Uni-Portions come ready to fry and eat—but may be prepared in an infinite variety of ways, for example:

Make a "Lenten Delight" by topping a golden brown Icelandic or Fresher Brand Uni-Portion with a slice of cheese, melt cheese under broiler and serve on a toasted bun.

Barbecue Fish Steaks by frying Uni-Portions in deep fat (375°F) until golden brown. Top with barbecue sauce and serve with French fries, green beans and sliced tomatoes.



FISH STICKS

Make Fish Sticks Supreme by deep-frying Icelandic or Fresher Brand Fish Sticks and topping with mushroom sauce. Serve with hash-browned potatoes, diced carrots and tossed greensalad.

FILLETS

Make a "Fish Fillet Fiesta" by pouring Spanish Sauce over Icelandic or Fresher Brand Fish Fillets that have been brushed with butter and baked. Serve with potatoes, green peas and cole slaw.

BOIL-IN-POUCH DINNERS

Make a "Royal Fish Dinner" fast! Use Icelandic Fish Dish De Luxe—individual servings of fish fillets in either shrimp or lobster sauce "Boil-in-Pouch" for just 12 minutes and they are done.

ICELANDIC and fresher brand
the fresh approach to frozen fish

FREE! Handsome 4-color Lenten streamers, table tents and menu-clips, also handbook for "Streamlined Inventory Control, Cost Control with Uni-Portions."

JUST WRITE: Institutional Division, Coldwater Seafood Corp.,
Dept. C5, 666 Third Avenue, New York 17, N. Y.

CLASSROOM AND LIBRARY

(Continued from page 114)

The Pocket Aquinas

Ed. and translated by Bourke. 60 cents. Washington Square Press, Inc.

Readings in Ancient and Medieval Philosophy

Ed. by Collins. \$2.50. Newman.
The latest volume in "College Readings Series."
An anthology of primary sources and reliable secondary studies in the history of philosophy.

What Is Philosophy?

By von Hildebrand. \$4.25. Bruce.

Philosophy for Beginners

By Morris, O.S.M. \$3.95. Newman.
Covers the entire range of logic, metaphysics, cosmology, and psychology.

PROFESSIONAL

From an Ivory Tower

By Hausmann, S.J. \$3.50. Bruce.
Historical presentation of the non-Euclidean geometries and an analysis of modern mathematics and its methods.

Sound Language Teaching

By Holton & others. \$5.50. University Publishers, Inc.

Handbook for language teachers and school administrators who want to use the electronic classroom effectively for modern language teaching.

Charting the Course for Arithmetic

By Hartung & others. Scott.

Audio-Visual Techniques in Teaching Foreign Languages

By Huebner. \$3.25. New York University Press.

Studies in Mathematics Education

Revised edition. A survey of improvement programs for school mathematics. Scott.

Science Today for the Elementary-School Teacher

By Navarra and Zaffaroni. \$6.40. Row, Peterson.
Applies up-to-date and practicable methodology to all basic areas of science education, with the methodology closely tied in with the subject fields. Numerous illustrations.

Education for Social Competence

Revised edition. By Quillen and Hanna. Scott.

Teaching the Mentally Retarded Child

By Perry. \$6. Columbia.

The Catechism Explained

By Father Spirago. Translated by Father Clarke, S.J. Revised by Msgr. Fuerst. \$9.50. Benziger.

Children of the Church

By the Sisters, Servants of the Immaculate Heart of Mary, Monroe, Mich. \$2. Liturgical.
This handbook, following the year from September to June, provides programs, symbols, songs, and prayer-forms to dramatize for children the liturgical meaning of the current feast or season.

Confraternity Teacher's Guide

By Collins, S.S. \$2.95. Bruce.
Complete text for the training of teachers in the Confraternity of Christian Doctrine.

The Juniorate in Sister Formation

Proceedings of the 1957-58 conferences. Ed. by Sister Ritamary, C.H.M. \$3.50. Fordham University Press.

Catholics in Conversation

By McDonald. \$3.95. Lippincott.
Interviews with Bishop J. Wright, Kerr, McGinley, Sister M. Emil, Senator Eugene McCarthy, and others on such subjects as education, religion, sociology, and art.

Dancing on the Desk Tops

By Sheppard. \$2.40. Row, Peterson.
A practical guide for elementary grade teachers, principals, and supervisors on ways of meeting typical school problems realistically and successfully.

The Love of Learning and the Desire for God

By Dom Leclercq, O.S.B. \$5.50. Fordham University Press.
A profound study of the role of learning among the monastic orders of the Middle Ages.

Philosophy of the State as Educator

By Dubay, S.M. \$5.95. Bruce.
Valuable information for those interested in the role of the state in education.

Religion as a Vocation: A Study in the Sociology of Occupations

By Fichter, S.J. 1961. \$6.50. Notre Dame.
An analysis of the Church as "employer" in comparison with other secular employers. Studies the problem of the Church in seeking efficiency in its functions.

The School Examined

By Smith. \$4.50. Bruce.
Survey of American educational problems, with critical suggestions and solutions.

A Teacher Speaks

By Marson. \$3.95. McKay.
A personal history of 40 years in the classroom with a program to solve the deepening crisis in American education.

The Catholic Elementary School Principal

By Sister M. Jerome, O.S.U. 1961. Bruce.
Covers philosophy of education, techniques of good administration, criteria of good teaching, public and community relations, and other problems.

(Continued on page 120)



A unique pictorial
method allows
children to *understand*
mathematical principles
and to *think*
as they work

Seeing through arithmetic

for grades **3 · 4 · 5 · 6**

and, in preparation,
for the seventh grade —

SEEING THROUGH MATHEMATICS I



CATHOLIC SCHOOLS DEPARTMENT

Edward J. Fletcher, Manager

SCOTT, FORESMAN AND COMPANY

Chicago 11 Atlanta 5 Dallas 2 Palo Alto Fair Lawn, N.J.

the "LITTLE STORE" is always open



for students to buy

Just a coin in the slot and PENCILS, NOTEBOOK PAPER and fine-line PENS—of uniform style—are available ANYTIME OF THE DAY—no standing in line or waiting for bookstore to open—avoids borrowing.



See it in BOOTH A-52
NCEA Convention,
April 4-7, Atlantic City



NO "cost-of-selling" expense . . . "Little Store" Dispenser does it all . . . automatically.

Coin-slot and dispensing mechanisms are carefully engineered, expertly assembled and guaranteed to with-

stand continuous hard usage and provide efficient operation without jamming or mechanical failure.

Attractive, well-proportioned, gray-steel unit complements any interior design, fits compactly into small space—only 53" high and 27 1/2" wide.

Investigate the substantial profit possibilities of the "Little Store" Dispenser for your school activity funds. FILL OUT AND MAIL COUPON FOR COMPLETE INFORMATION.

Dealer franchises available in some territories. Applications invited.

**SCHOOL
SUPPLY
SERVICE
COMPANY**

(affiliate of the
Franklin-Lee Co.)

12801 S. Halsted St.
Chicago 28, Illinois

Please send me without obligation information on the "LITTLE STORE" Dispenser.

NAME _____

SCHOOL _____ TITLE _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

CLASSROOM AND LIBRARY

(Continued from page 118)

The Catholic Food Manual

By Brother Zaccarelli, C.S.C. \$12.95. Wagner. Menu planning and recipes for six to 600 persons for use in Catholic institutions.

Compendium of Pastoral Medicine

By Niedermeyer, M.D., S.T.D. Translated by Buonanno, O.F.M. \$7.95. Wagner. Reviews the fundamentals and principles of pastoral medicine.

SOCIAL STUDIES

The Oxford History of England

Vol. XII: *The Reign of George III, 1760-1815*. By Watson. \$8. Oxford. Begins with the conquest of Canada and ends with the final victory over Napoleon.

Thought Patterns

Ed. by Kovacs. Vol. 7. St. John's U. This latest volume contains five articles dealing with East-West problems, two on the Chinese Communist system, one each on the Polish and Hungarian revolutionary movements of 1956, and one of the origin of the Iron Curtain in Europe.

American Diplomacy Since the Second World War

Ed. by Kertesz. 1961. \$10. Notre Dame.

Confederate Chaplain

Ed. by Durkin, S.J. \$3.50. Bruce. The edited letters of a Catholic priest, Rev. James B. Sheeran, C.Ss.R., who was behind the scenes at nearly all the famous battles of the Civil War.

The Midwest: Myth or Reality

Ed. by McAvoy, C.S.C. 1961. \$4. Notre Dame.

A symposium of legislators, educators, and journalists studies the Midwest to discover its culture and economy.

African Women Speak

World Horizon Report No. 26. Ed. by the National Welfare Conference Office for UN Affairs, \$1. Maryknoll. Analysis of how to integrate Christian family life with Africa's rapidly changing society, collected from papers read in seminar at Lome, Togo, in 1958.

The Fifth Republic

By Hermens. \$1.95. Notre Dame. Timely insight into the difficulty facing De Gaulle's France under its new constitution.

The Irish Republic

By O'Leary. \$1.95. Notre Dame. Analysis of the effects of the proportional representation system of voting on the Irish Republic over the past 40 years.

Handbook of Map and Globe Usage

By Harris. \$2.24. Rand McNally & Co. Deals with every type of map and globe a pupil is likely to meet from kindergarten through 12th grade. More than 100 illustrations.

Using Maps in Political Science Instruction

Eight-page teachers' manual (PS100). Denoyer-Geppert Co.

World History in Maps

48-page teachers' manual (WH100) for use with Denoyer-Geppert World History Maps. Denoyer-Geppert Co.

RELIGION

Christmas Every Christmas

By Dunphy, O.F.M. Conv. \$2.75. Bruce. Emphasizes Christmas time as a liturgical season with meditations for every Sunday and major feast of the Christmas cycle from the first Sunday of Advent to the Octave of Epiphany.

The Interior Life

By Leclercq. Translated by Murphy. 1961. \$3.95. Kenedy. Deals with the interior dispositions which are the focal point for the union of the soul with God.

Nothing But Christ

By Father Kilian McDonnell, O.S.B. \$1.50. Liturgical.

The Only Life

By Father Shamon. \$3.25. Bruce. Introduction to the spiritual life.

Our Life of Grace

By Cuttaz. \$5.95. Fides. Notes at end of chapters give extended treatment to special points of dispute.

Seeking God

By James. \$2.50. Harper & Brothers. Practical advice on how the individual can come to a better understanding of himself in his relationship with God.

Spiritual Direction and Meditation

By Merton. \$2.25. Liturgical. Contains a revised and expanded version of material on spiritual direction and meditation, which appeared in installments in the magazine, *Sponsa Regis*.

The Twentieth Century Encyclopedia of Catholicism

Ed. by Daniel-Rops. \$2.95 each. (Subscribers to the entire 150-volume series pay \$2.50 for each book.) Hawthorn.

New selections are: *Biblical Archaeology*, by Du Buit, O.P.; *The Dawn of the Middle Ages*, by Palanque; *Freedom and Providence*, by Pontifex; *The Prophets*, by Dheilly.

(Continued on page 122)



SNOW WHITE
Tailored
UNIFORMS
Really Are Better

For
School Girls
of
All Ages



**JUMPERS, JACKETS, BLAZERS,
SKIRTS, BLOUSES, ACCESSORIES**

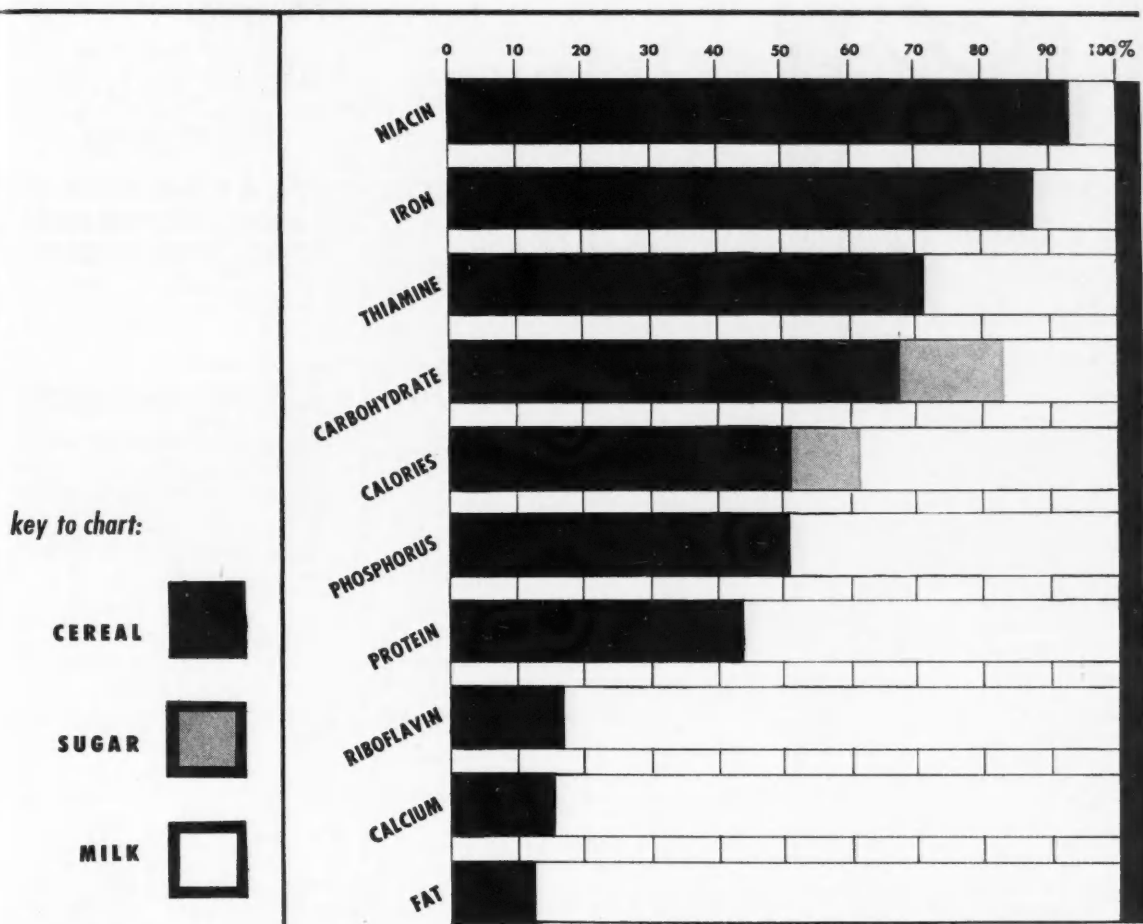
*New styles, new fabrics in
Woolens, Synthetics and Blends*
Before you place your next order, consider
SNOW WHITE! Your request for information
will not obligate you!



224 W. Washington Street, Milwaukee 4, Wisconsin

you never outgrow your need for cereal and milk

excellent nutritional supplementation... cereal and milk



In the chart, 100 per cent equals the total amount of the nutrients common to both and calories supplied by the cereal serving. The black and white bars represent the percentage contribution of nutrients and of calories made individually by the cereal and by the milk of the cereal serving. This shows that in five

of the nine nutrients, as well as in calories, the breakfast cereal alone provides more than 50 per cent of the total amounts contributed by both cereal and milk, and almost 50 per cent of the protein. These figures demonstrate the excellent manner in which cereal and milk supplement each other.

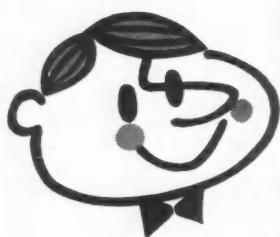
8th annual cereal and milk spring festival april 1-30 / cereal institute and american dairy association—sponsors

CEREAL INSTITUTE, INC.

135 South LaSalle Street, Chicago 3

A research and educational endeavor devoted to the betterment of national nutrition

You're seeing a Miracle



-Smathers is
smiling

Erase Without
a Trace® with
A.W.Faber's
ERASERSTIK®

*The original pencil shaped
gray eraser — always
the best point for erasing.*

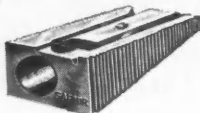
Is it fair to call your
superior an "old grouch"
because he refuses to
sign letters with erasures
that show ghosts and
sloppy strikeovers?

But now Smathers is all
smiles. His secretary has
discovered ERASERSTIK.
She has just handed him
a crisp, sparkling letter
he is proud to sign.
With ERASERSTIK she
was able to erase without
a trace. It lets you get
into tight places to
remove one letter without
blurring the whole word.

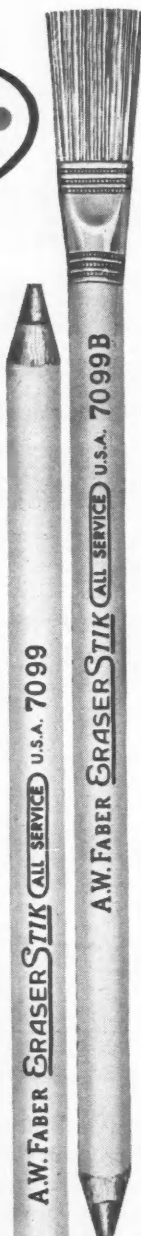
ERASERSTIK will open the
door to typing perfection
for you. Sharpens to
the point you prefer —
blunt, medium or slender.
ERASERSTIK with
brush, 20¢ — at good
stationers everywhere.

SAPHIR BRASS HAND SHARPENER #4035

works like magic. Gives you the correct
point on your ERASERSTIK—
then stops sharp-
ening. If you use
one, you need
the other. \$1 at
your Stationer.



A.W.Faber-Castell
Pencil Co., Inc., Newark 3, N. J.



CLASSROOM AND LIBRARY

(Continued from page 120)

God Speaks to Man

By Barrosse, C.S.C. 75 cents. Fides.
On understanding the Bible.

Seven Books of Wisdom

By Murphy, O. Carm. \$3.75. Bruce.
Examines the Sapiential Books of the Old
Testament.

The Sunday Gospels

By Murphy, O.P. \$5. Bruce.
An exegetical analysis of the Gospel for each
Sunday of the year.

Fundamental Catholic Teaching on the Human Race

World Horizon Report No. 27. By Father
Considine, M.M. \$1. Maryknoll.

A plea to thinking Catholics that they recognize their obligation under God to demonstrate genuine concern for, respect for, and regard for all men as men.

God and the World of Man

By Hesburgh, C.S.C. \$4. Notre Dame.
Basic theological truths treated systematically
and thoroughly.

Now

By Father Raymond, O.C.S.O. 1961. \$4.50.
Bruce.
Elaboration on the purpose of man's being.

The Sacrament of Freedom

By Father Sheerin, C.S.P. 1961. \$3.50. Bruce.
Discusses the presence of the Holy Spirit in the
Sacrament of Penance.

The Theology Library

By Henry, O.P. Fides.
Vol. I: *Introduction to Theology* (The Sources),
\$5.

Vol. II: *God and His Creation* (Dogmatic
Theology), \$5.50.

Vol. III: *Man and His Happiness* (Moral The-
ology I), \$5.

Vol. IV: *The Virtues and States of Life* (Moral
Theology II), \$6.50.

Vol. V: *The Historical and Mystical Christ*
(Economy of Salvation I), \$5.50.

Vol. VI: *Christ in His Sacraments* (Economy of
Salvation II), \$5.

Chronology of Religious and General History
(Supplement to Vol. I), \$1.

Holy Mass — Approaches to the Mystery

By Father Roguet, O.P. \$1. Liturgical.

Liturgy and Spirituality

By Dom Braso, O.S.B. \$3.50. Liturgical.
A profound and erudite inquiry into the
Church's worship.

Rubrics of the Roman Breviary and Missal

The complete translation of the decree of
August 5, 1960, governing the rubrics of the
missal and breviary effective January 1, 1961.
90 cents. Liturgical.

The Everlasting Priest

By Carré. Translated by Matthews and Little-
dale. 1961. \$3.50. Kenedy.
Defines the true character of the priest, his
duties and functions.

First Steps to the Priesthood

By Farrell, S.S. \$3.95. Bruce.
A book on spiritual reading and meditations
for minor seminarians.

Learning the Mass

Arranged by Schmitz, S.S. \$1.75. Bruce.
General and specific instructions for seminarians
learning to say Mass.

(Continued on page 124)

**Superior Design,
Construction and
PERFORMANCE**

**far greater
strength and
SAFETY!**



AMERICAN *Approved*

PLAYGROUND AND SWIMMING POOL EQUIPMENT

The wise choice of experienced
buyers for nearly half a century.

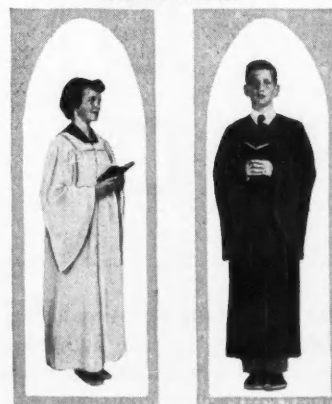
WRITE FOR LITERATURE

AMERICAN

PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.

WORLD'S LARGEST MANUFACTURERS OF FINE
PARK, PICNIC, PLAYGROUND, SWIMMING
POOL AND DRESSING ROOM EQUIPMENT

CONFIRMATION RENTALS GRADUATION RENTALS CHOIR ROBES



For style illustrations, samples of
material and complete informa-
tion, write today for catalogs
CF-38 (Confirmation Rentals); G-38
Graduation Rentals); C-38 (Choir
Robes).

COLLEGIATE CAP & GOWN CO.
CHAMPAIGN, ILL., 1000 N. MARKET ST.
NEW YORK 1, N.Y. CHICAGO 1, ILL. LOS ANGELES 28, CAL.
366 Fifth Ave. 228 N. LaSalle St. 1634 N. Cahuenga Blvd.

specify **BOSTON**[®]

PENCIL SHARPENERS

*easy mounting
on any surface*

Boston's all-metal pencil sharpeners now can be mounted on wood, glass, masonry or steel without drilling holes. Your Boston sharpener can now be placed anywhere—the new mounting kit will fit any model and hold it securely.

guaranteed

Boston pencil sharpener bases are guaranteed against breakage. Their strong all-metal construction makes them last.

quality

Boston pencil sharpeners are engineered to meet today's high standards for schools. They will give you far more service for less maintenance than ever before. There is a model for every need.

MODEL KS



Boston has all-steel gears and steel racks . . . 30 steel cutting edges . . . 25% more cutting surface . . . 25% longer life.

The Boston Ranger . . . heavy-duty double bearings . . . outside adjustment for 3 points.



C. HOWARD HUNT PEN COMPANY, CAMDEN 1, NEW JERSEY

"PAPER"
enables our schools
to serve two meals
a day with no increase
in labor cost or
work area."



Mrs. Betty Tully
School Lunch
Supervisor
Clark County
School District
Clark County,
Nevada

Some Clark County schools utilize a staggered class schedule with the first group starting at 7:45 a.m. and the last at 9:45 a.m. A unique aspect of the school feeding program is a complete breakfast, served to students from 7:15 a.m. to 9:45 a.m.

The first class breaks for lunch at 10:45 a.m. which gives the food service operation just one hour to prepare for the noon meal.

"Only with all-paper service are we able to effectively accomplish this complex food service program," stated Mrs. Tully.

SEND 25¢ FOR FACTFUL BOOK

Sixty pages of helpful information on all phases of food service. Complete with cost studies and case histories of money-saving ideas from hundreds of restaurants and institutions. Send 25¢ in coin to:



PAPER CUP AND CONTAINER INSTITUTE, INC.

250 Park Avenue, New York 17, N. Y.

PAPER
the personal
food service

CLASSROOM AND LIBRARY

(Continued from page 122)

Meditations for Beginning Religious

By Sister M. Evangeline, S.S.N.D. \$2. Bruce.
Series of 220 short meditations for use by postulants. In loose-leaf form.

A Priest Confesses

By Descalzo. Translated by Goldberg. \$3.95. Academy.

A frank and moving account of a young Spaniard's preparation for ordination to the priesthood in Rome.

Spiritual Highlights for Sisters

By Hagspiel, S.V.D. \$3.95. Bruce.
Meditations for nuns on humility, charity, self-denial, renunciation, etc.

Julian the Apostate

By Ricciotti. Translated by Costelloe, S.J. \$4.75. Bruce.

Popular biography of the misunderstood man who tried to reinstate paganism in the Roman empire.

The Holiness of Vincent De Paul

By Delarue. Translated by Chapman. \$3.50. Kenedy.

Account of his life, his special teachings.

Mariology, Volume III

By Father Carol, O.F.M. 1961. \$8.50. Bruce.
The final volume of a three-part project, started during the 1954 Marian year, covers the world-wide evidences of devotion to Mary.

Spiritual Realism of St. Therese of Lisieux

By Père de la Vierge, O.C.D. Translated by the Carmelite Sisters of Pewaukee, Wis. \$3.50. Bruce.

The Catholic Church in South Africa

By Brown. \$7.50. Kenedy.

Christ in Russia

By Iswolsky. \$3.95. Bruce.
Panorama of 1000 years of religious life in Russia.

Protestant Hopes and Catholic Responsibility

By Tavad. 75 cents. Fides.
A discussion group text about the search for unity among Christians. Especially timely in view of the approaching Ecumenical Council.

Readings in Church History

Vol. I: *From Pentecost to the Protestant Revolt*. Ed. by Barry, O.S.B. Paper, \$2.95. Cloth, \$7.50. Newman.

A collection of primary documents and source readings in ecclesiastical history.

The Soul of the Nations

Collected by Boutsen, O.F.M. \$3.95. Bruce.
Essays by Christian world leaders on the spiritual essence of their nations.

Lend Me Your Hands

By Meyer, M.M. \$1.50. Fides.
A popular guide for parish Catholic action.

Perspective for Renewal

By Ryan. \$2.25. Liturgical.
A laywoman's vision of the laity's role in the Church and in the world.

The Role of the Laity in the Church

By Msgr. Phillips. \$3.25. Fides.

Manual for Altar Societies

By Walsh. \$1. Bruce.

[List of publishers on page 125]



Robes for Confirmation

MOORE Confirmation Robes save money for each family by removing need for new clothing. Since all appear appropriately alike, no youngster "out-fashions" another. No family feels embarrassed.

White, flowing Robes with Scarlet collars and beanies for girls. Scarlet Robes and ties for boys.

MOORE Rental Service is quick, efficient and available on short notice. Write for all details and Catalog CC35.

E. R. MOORE CO.

268 Norman Ave., Brooklyn 22, N. Y.
932 Dakin St. Chicago 13, Ill.



1641 N. Allesandro St.
Los Angeles 26, Calif.
1605 Boylston Ave. Seattle 22, Wash.



Also makers of Choral Robes, Gym Suits
for Girls and Graduation Caps and Gowns

LIST OF PUBLISHERS

The following publishers have submitted titles which are included in the foregoing list of books, or they have advertisements in this issue of the CATHOLIC SCHOOL JOURNAL.

The abbreviation used to designate a publisher precedes the publisher's full name and address. If the publisher has an advertisement in this issue the abbreviation is set in **Boldface Type**, otherwise in *Light Italics*. See index to advertisers on page 147.

Academy—Academy Guild Press, 2429 Pine St., Fresno 3, Calif.

The Advancement and Placement Institute, Box 99, Station G, Brooklyn 22, N. Y.

Affiliated Publishers, 630 Fifth Ave., New York 20, N. Y.

All Saints Press, Inc., 630 Fifth Ave., New York 20, N. Y.

Allyn & Bacon, Inc., 150 Tremont St., Boston 11, Mass.

A.L.A.—American Library Assn., 50 East Huron St., Chicago 11, Ill.

American Education Publications, 356 Washington St., Middletown, Conn.

American Publishing Co., 1000 W. Washington Blvd., Chicago 5, Ill.

Americana Corporation, 575 Lexington Ave., New York 22, N. Y.

Barnes & Noble, Inc., 105 Fifth Ave., New York 3, N. Y.

Benefic Press, 1916 N. Narragansett St., Chicago 39, Ill.

Bennett—Charles A. Bennett Co., Inc., 237 N. Monroe St., Peoria, Ill.

Benziger—Benziger Brothers, Inc., 70 Fifth Ave., New York 11, N. Y.

Bobbs-Merrill Co., Inc., 1720 E. 38 St., Indianapolis 6, Ind.

Bowker—R. R. Bowker Co., 62 W. 45th St., New York 36, N. Y.

Bruce—The Bruce Publishing Co., 400 N. Broadway, Milwaukee 1, Wis.

Campbell and Hall, Inc., 989 Commonwealth Ave., Boston 17, Mass.

Catholic Book Merchandiser, 370 Seventh Ave., New York 1, N. Y.

Catholic Book Publishing Co., 257 W. 17 St., New York 11, N. Y.

Catholic Career Conferences, 146-10 Jamaica Ave., Jamaica 35, N. Y.

C.L.A.—Catholic Library Assn. Catholic Periodical Index, 301 Mullen Library, Cath. Univ. of Am., Washington 17, D. C. Guide to Catholic Literature, 620 Michigan Ave., N.E., Washington 17, D. C.

Catholic Students' Mission Crusade, 5100 Shattuck Ave., Cincinnati 26, Ohio.

Catholic U.—Catholic University of America Press, 620 Michigan Ave., N.E., Washington 17, D. C.

Catholic Youth Magazine, Salvatorian Center, St. Nazianz, Wis.

Chemical Rubber Co., 2310 Superior Ave., Cleveland 14, Ohio.

Chilton Co., 56th and Chestnut Sts., Philadelphia 39, Pa.

Collier—P. F. Collier & Son Corp., 640 Fifth Ave., New York 19, N. Y.

Columbia U.—Columbia University Press, 2960 Broadway, New York 27, N. Y.

Compton—F. E. Compton & Co., 1000 N. Dearborn St., Chicago 10, Ill.

Coward—Coward-McCann, Inc., 210 Madison Ave., New York 16, N. Y.

Crowell—Thomas Y. Crowell Co., 432 Fourth Ave., New York 16, N. Y.

John Day—The John Day Co., Inc., 210 Madison Ave., New York 16, N. Y.

Denoyer-Geppert Co., 5235 N. Ravenswood Ave., Chicago 40, Ill.

Devin-Adair—The Devin-Adair Co., 23 East 26th St., New York 10, N. Y.

(Continued on page 126)

BOGEN MEANS SOUND FLEXIBILITY



A Bogen sound system is virtual insurance against obsolescence. You plan on the basis of your immediate needs, and start with a system tailored to those needs. Thereafter, as your functional requirements increase, you add the appropriate features and facilities. This is the sensible 'expand-as-you-grow' Bogen approach. For example:

IF YOU ARE PLANNING FOR TWO CHANNELS the Bogen Series II Console provides one channel for programming, and another for either intercom or independent, simultaneous programming.

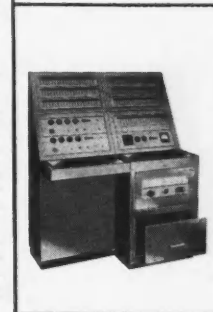
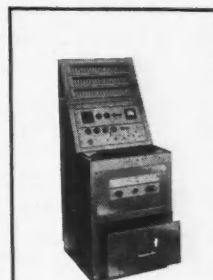
IF THREE CHANNELS ARE PLANNED the Series III console offers the choice of intercom plus two program channels or three independent, simultaneous programs.

These systems may be ordered with facilities to handle any number of rooms—from as few as 10 to as many as 180 or more—in multiples of 10. And the number of rooms to be served can be increased even after installation.

Here are only a few of the many optional features available for these systems: classroom change signals, fire-alarm or civilian defense sirens, 1-way or 2-way phone and speaker intercom, recorded tape playback, record players, FM and AM radio, vandal alarms, and others—even facilities for tying in with independent auditorium and gymnasium sound systems. These, too, may be included in the original installation or added at a later date.

Bogen-Presto offers you other valuable advantages: a free survey of your needs, and engineering assistance—from planning through installation. Service and maintenance is available to you locally, through authorized Bogen-Presto sound installers and distributors.

Write for complete details today.



Ⓢ **BOGEN-PRESTO, A Division of the Siegler Corporation**
Desk CS-2, Paramus, New Jersey

Please send your complete 8-page catalog covering centralized sound systems.

NAME _____

NAME OF COMPANY _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

BOGEN SOUND SYSTEMS

HIGH FIDELITY COMPONENTS, PUBLIC ADDRESS AND INTERCOMMUNICATION SYSTEMS

LIST OF PUBLISHERS

(Continued from page 125)

Dodd, Mead & Co., Inc., 432 Fourth Ave., New York 16, N. Y.
Doubleday—Doubleday & Co., Inc., 575 Madison Ave., New York 22, N. Y.
Dutton—E. P. Dutton & Co., Inc., 300 Fourth Ave., New York 10, N. Y.

Economy Co., Oklahoma City, Okla.
Educators Progress Service, Randolph, Wis.
Encyclopaedia Britannica, Inc., 425 N. Michigan Ave., Chicago 11, Ill.

Farrar—Farrar, Straus & Cudahy, Inc., 19 Union Square West, New York 3, N. Y.
Farrell—The D. Farrell Co., 5941 West Chicago Ave., Chicago 51, Ill.
Fides—Fides Publishers, Notre Dame Ind.
Field Enterprises, Merchandise Mart Plaza, Chicago 54, Ill.

Follett—Follett Publishing Co., 1010 W. Washington Blvd., Chicago 7, Ill.
Fordham University Press, New York 58, N. Y.

Garrard Press, 119-123 W. Park Ave., Champaign, Ill.
Gelles-Widmer Co., 8988 Manchester Ave., St. Louis 17, Mo.
Ginn and Company, Statler Office Bldg., Park Square, Boston 17, Mass.
Gregg—Gregg Publishing Division of McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York 36, N. Y.
Grolier—The Grolier Society, Inc., 2 W. 45th St., New York 36, N. Y.
Guild Press, Inc., 630 Fifth Ave., New York 20, N. Y.

Hammond—C. S. Hammond & Co., 515 Valley St., Maplewood, N. J.
Handy-Folio—Handy-Folio Music Co., 2821 N. 9th St., Milwaukee 6, Wis.
Harcourt—Harcourt, Brace & Co., Inc., 750 Third Ave., New York 17, N. Y.

Harper & Brothers, 49 E. 33rd St., New York 16, N. Y.
Hawthorn—Hawthorn Books, Inc., 70 Fifth Ave., New York 11, N. Y.
Heath—D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.
Holt—Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York 17, N. Y.
Home Library Press, 43 W. 61 St., New York 23, N. Y.
Houghton—Houghton Mifflin Co., 2 Park St., Boston 7, Mass.

Iroquois Publishing Co., Inc., 1300 Alum Creel Dr., Columbus 16, Ohio.

Kenedy—P. J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.
Knopf—Alfred A. Knopf, Inc., 501 Madison Ave., New York 22, N. Y.

Laidlaw Brothers, Thatcher and Madison, River Forest, Ill.
Lippincott—J. B. Lippincott Co., 333 W. Lake St., Chicago 6, Ill.
Liturgical—The Liturgical Press, St. John's Abbey, Collegeville, Minn.
Long's—Long's College Book Co., 1836 N. High St., Columbus 1, Ohio.
Lothrop—Lothrop, Lee & Shepard Co., Inc., 419 Park Ave. S., New York 16, N. Y.

Macmillan Co., 60 Fifth Ave., New York 11, N. Y.
Maryknoll—Maryknoll Publications, Maryknoll, N. Y.
McCormick—McCormick-Mathers Publishing Co., Inc., Wichita, Kans.
McGraw—McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York 36, N. Y.
McKay—David McKay Co., 119 W. 40th St., New York 18, N. Y.
McKinley—McKinley Publishing Co., 809-811 N. 19th St., Philadelphia 30, Pa.
Mentzer—Mentzer, Bush & Co., 330 E. Cermak Rd., Chicago 16, Ill.
Messner—Julian Messner, Inc., 8 W. 40 St., New York 8, N. Y.
Morrow—William Morrow & Co., Inc., 425 Fourth Ave., New York 16, N. Y.

New Am.—The New American Library of World Literature, Inc., 501 Madison Ave., New York 22, N. Y.
New York University Press, Washington Square, New York 3, N. Y.
Newman—The Newman Press, Westminster, Md.
Notre Dame—University of Notre Dame Press, Notre Dame, Ind.

Ottenheimer—Ottenheimer Publishers, Inc., 4805 Nelson Ave., Baltimore 15, Md.
Oxford—Oxford University Press, Inc., 417 Fifth Ave., New York 16, N. Y.
Oxford Book Co., 71 Fifth Ave., New York 3, N. Y.

Palmer—A. N. Palmer Co., 902 S. Wabash Ave., Chicago 5, Ill.
Pantheon—Pantheon Books, Inc., 333 Sixth Ave., New York 14, N. Y.
Pflaum—George A. Pflaum Pub. Co., 38 W. 5 St., Dayton 2, Ohio.
Philosophical Library, 15 E. 40th St., New York 16, N. Y.
Pitman—Pitman Publishing Corp., 2 W. 45th St., New York 36, N. Y.
Pocket Books, Inc., 630 Fifth Ave., New York 20, N. Y.
Prentice—Prentice-Hall, Inc., Route 9W, Englewood Cliffs, N. J.
Pustel—Frederick Pustel Co., Inc., 210 E. Fourth St., Cincinnati 1, Ohio.
Putnam—G. P. Putnam's Sons, 210 Madison Ave., New York 16, N. Y.

Rand, McNally & Co., P. O. Box 7600, Chicago 80, Ill.
Random—Random House, Inc., 457 Madison Ave., New York 22, N. Y.
Reilly & Lee Co., 14 E. Jackson Blvd., Chicago 4, Ill.
Row, Peterson & Co., 1911 Ridge Ave., Evanston, Ill.

St. Anthony—St. Anthony Guild Press, 508 Marshall St., Paterson, N. J.

(Concluded on page 128)

DEFINITION:

Modern, handsome, protective, serviceable, economical.

GAYLORD Dictionary Stands



Model No. 345*
Sitting Height

In "Sit-down" and Standing Heights

Model No. 448* — Standing Height



The last word — and first choice — in dictionary stands for the modern library and school is Gaylord. Here's the proof, in two handsome new models designed to hold and protect the large, unabridged dictionary.

Each Gaylord stand holds dictionary at convenient 17° angle for reading, and the standing model serves extra duty as a lectern. Sliding shelf that extends 12" left or right provides handy writing surface. Extra shelf, 3" below for Atlas or other reference works.

Built for long, economical service, with all steel shelves and uprights . . . in hard, smooth baked enamel Desert Sand finish.

*No. 345 (Sitting Height) — 34" high at back, 26" long, 16" deep; four, 3" ball-bearing, swivel casters. *No. 448 (Standing Height) — Same as above except for 44" height; 4 adjustable feet for firm stand.

● For complete information and price list, write today

LIBRARY SUPPLIES

Gaylord Bros., Inc.



SYRACUSE, N. Y.
STOCKTON, CALIF.

LIST OF PUBLISHERS

(Concluded from page 126)

St. John's U.—St. John's University Press, Jamaica 32, N. Y.
St. Martin's—St. Martin's Press, Inc., 175 Fifth Ave., New York 10, N. Y.
S.R.A.—Science Research Associates, Inc., 259 E. Erie St., Chicago 11, Ill.
Scott—Scott, Foresman & Co., 433 E. Erie St., Chicago 11, Ill.
Science Materials Center, 59 Fourth Ave., New York 3, N. Y.
Wm. Scott—William R. Scott, Inc., 8 W. 13th St., New York 11, N. Y.
Scribner—Charles Scribner's Sons, 597 Fifth Ave., New York 17, N. Y.
E. C. Soale & Co., Inc., 1053 East 54th St., Indianapolis, Ind.
The Scaphic Press, 1501 S. Layton Blvd., Milwaukee 15, Wis.

Singer—The L. W. Singer Co., Inc., 249-259 W. Erie Blvd., Syracuse 2, N. Y.
South-Western—South-Western Publishing Co., 5101 Madison Rd., Cincinnati 27, Ohio.
Standard Education Society, 130 N. Wells St., Chicago 6, Ill.
Summy-Birchard Publishing Co., 1834 Ridge Ave., Evanston, Ill.
United Educators Inc., Lake Bluff, Ill.
University Publishers, Inc., 59 E. 54th St., New York 22, N. Y.
Viking—The Viking Press, Inc., 625 Madison Ave., New York 22, N. Y.
Wagner—Joseph F. Wagner, Inc., 53 Park Place, New York 7, N. Y.
Walck—Henry Z. Walck, Inc., 101 Fifth Ave., New York 3, N. Y.
Warne—Frederick Warne & Co., Inc., 210 Fifth Ave., New York 10, N. Y.

Warp Publishing Co., Minden, Nebr.
Washburn—Ives Washburn, 119 W. 40th St., New York 18, N. Y.
Washington Square—Washington Square Press, Inc., 630 Fifth Ave., New York 20, N. Y.
Webster Publishing Co., 1154 Reco Ave., St. Louis 26, Mo.
Wilson—The H. W. Wilson Co., 950 University Ave., New York 52, N. Y.
Wonder Books, Inc., 1107 Broadway, New York 10, N. Y.

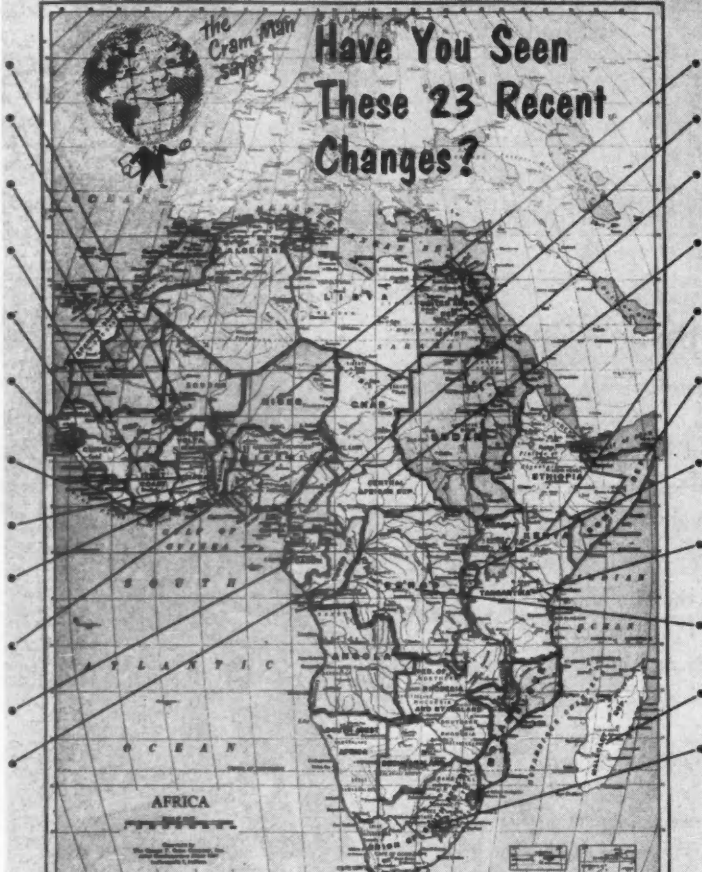
Youth Education Systems, Inc., 2612 Grand Central Terminal Bldg., New York 17, N. Y.

Zaner-Bloser Co. 612 N. Park St., Columbus 8, Ohio.

Africa's Changing Face

the Cram map says

Have You Seen These 23 Recent Changes?



DOES YOUR MAP SHOW — CHAD — TOGO — NIGER — GABON — DAHOMEY and many other new Republics?

If not, your map is obsolete. CRAM'S new BIG 53" wall map of Africa is the very latest and up-to-date.

Send for NEW Catalog No. 93, showing many other new maps and globes.

School and Library Division

GEORGE F. CRAM CO.

730 E. WASHINGTON STREET
 INDIANAPOLIS 6, INDIANA



News

HONORS AND APPOINTMENTS

New College President Named

REV. ROBERT R. KLINE has been named the 18th president of Mount St. Mary's College and Seminary, Emmitsburg, Md. He succeeds the Rt. Rev. Msgr. JOHN L. SHERIDAN, P.A., who will continue as president emeritus of the nation's second oldest Catholic college. Father Kline, who has been on the college's faculty since 1946, will assume duties in June.

Directs Southern College Group

SISTER M. RAYMOND CARTER, O.S.U., executive vice-president of Ursuline College, in Louisville, Ky., has been elected president of the Conference of Church-Related Colleges in the South.

Head of Library Conference

SISTER PERPETUA MARIE, O.P., was re-elected chairman of the mid-south regional conference of the Catholic Library Association at the 20th annual meeting in Memphis, Tenn. Sister is librarian at Holy Rosary Academy in Louisville, Ky.

Assigned to Korean Mission

REV. JOHN P. DALY, S.J., of the Jesuits' Wisconsin Province, has been assigned to the staff of Sogang University in Seoul, Korea. He recently completed work for a doctorate in English at North Carolina University.

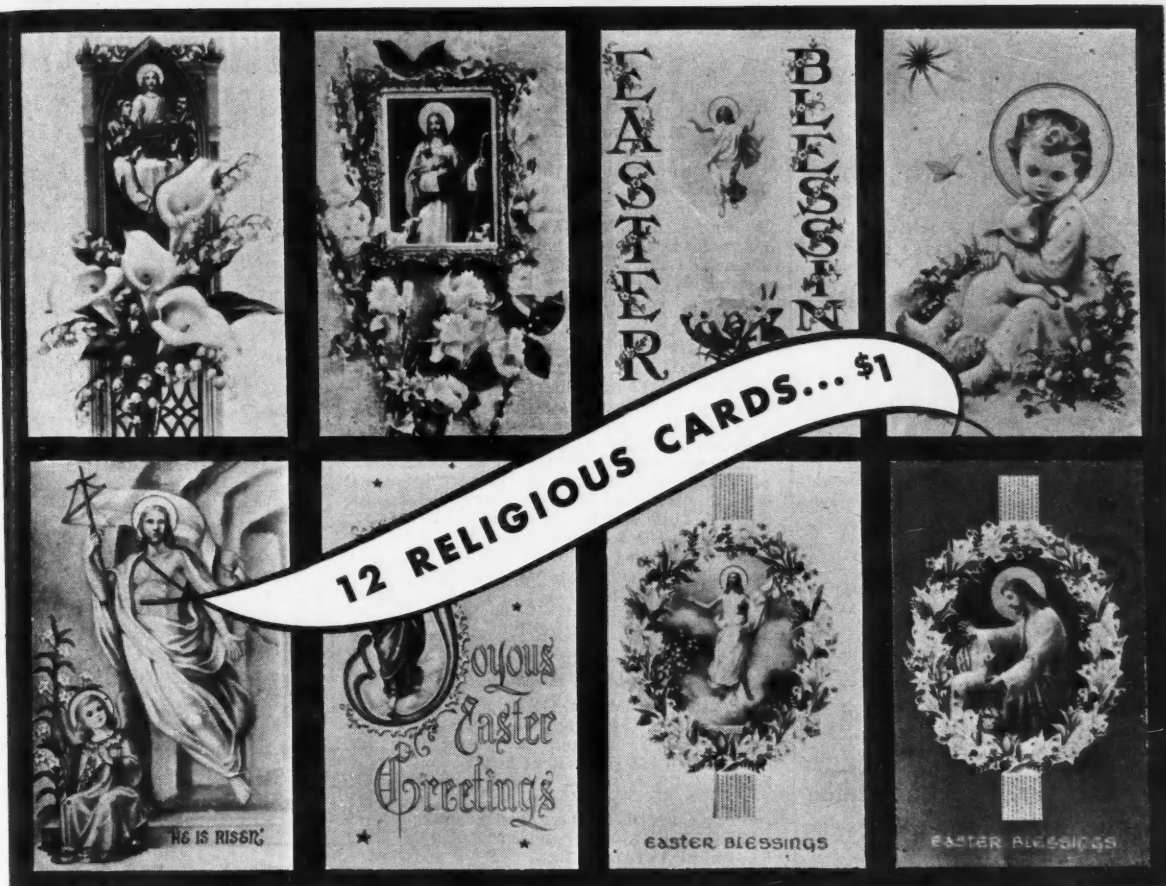
Education Council Elects Brother

BROTHER AUGUSTINE PHILIP, F.S.C., president of Manhattan College, has been elected president of the Council of Higher Educational Institutions in New York City. He succeeds DR. CARROLL V. NEWSOM of New York City.

Six Receive Youth Awards

Recipients of the first "Padre of Youth" awards were announced by Msgr. Joseph E. Schieder, director of the Youth Department, National Catholic Welfare Conference. Those cited for their outstanding service to youth were: ARCHBISHOP BERNARD J. SHELL, of Chicago, Ill.; BISHOP JAMES A. McNULTY, of Paterson, N. J.; BISHOP LEO R. SMITH, of Buffalo, N. Y.; MSGR. PAUL F. TANNER; MSGR. LLOYD A. SULLIVAN, of St. Louis, Mo.; and REV. THOMAS A. CARLIN, O.S.F.S., of Philadelphia, Pa.

(Continued on page 130)



1961 BLESSED *Easter* ASSORTMENT

Especially designed for the most religious of all holidays. This is a superb collection of deeply religious cards expressing the true reverence of that Holy day. Reproduced in full color, adorned with gold bronze on gleaming Kromekote stock with a lustrous plastic finish, the assortment is a veritable pageant of religious splendor. The quality, craftsmanship and value of this breathtaking assortment are unequalled anywhere.



SEND FOR OUR
LOW-LOW
WHOLESALE PRICE
ORDER BLANK

Crestcard
COMPANY

169-173 Highland Avenue
Newark 4, New Jersey

CRESTCARD COMPANY

169-173 Highland Ave., Newark, N. J.

Please send me samples of your 1961 line of
Religious Easter Card samples on approval.

Name.....
School.....
Address.....
City..... State.....
C.S.J.



**B. D. ROSE COMPANY
SPECIALISTS IN FINE
APPAREL AND ACCESSORIES
FOR BOYS AND GIRLS**

Here, service, products
and price without compare.

The Best Mannered School
UNIFORMS
6 Gored, Crisply Tailored

Correct Wash 'N Wear
BLOUSES
Guaranteed To Stay White Forever

Thoroughbred All Wool
BLAZERS
Piped or Plain for Boys, Girls

Stand-Out Quality, Dashing Style
POPLIN TIES
All Colors—For Boys, Girls

PLUS
SKIRTS, BEANIES, SOCKS,
SWEATERS, SHIRTS, SLACKS, EMBLEMS

write for illustrated catalog, samples on
request—no obligation at all, and all re-
quests receive prompt attention

Parochial School Suppliers
**B. D. ROSE
& COMPANY**
404 E. Wadsworth Street
Phila. 19, Pa.

NEWS

(Continued from page 128)

Historical Award

SISTER M. MATILDA, S.L., archivist for the Sisters of Loretto at the foot of the Cross, has received the Cardinal Spellman Historical Award in recognition of her work in editing "The Memoirs of Rev. William J. Howlett." The award of a plaque and \$250 was presented by His Eminence Cardinal Spellman at the annual meeting of the American Catholic Historical Society on November 21, 1960.

Advisory Committee

VERY REV. PAUL C. REINERT, S.J., president of St. Louis University, has been appointed to an advisory committee of 12 educators to evaluate the effect of federal programs for higher education.

An announcement by the U. S. Dept. of Health, Education, and Welfare assigns this committee to work with Dr. J. Kenneth Little and the Survey of Federal Programs in Higher Education. This committee representing science, humanities, and university administration, will advise the larger survey project.

AD MULTOS ANNOS

★ SISTER LUCY MOORE, O.S.U., noted the 50th anniversary of her religious profession, Nov. 20, in New Orleans, La., where she has spent all but six years of her religious life.

★ Two Christian Brothers observed silver jubilees, Dec. 8, in Providence, R. I. BROTHER ATTALUS LEO, F.S.C., and BROTHER ALBEUS JOHN, F.S.C., are both stationed at La Salle Academy in Providence, where they graduated in 1935.

★ REV. HENRY M. BROCK, S.J., recently celebrated his 60th anniversary at Weston College in Massachusetts where he is professor emeritus of philosophy and astronomy as well as spiritual director and part-time speaker. The 85-year-old Jesuit was one of the contributors to the original Catholic Encyclopedia which was published in the early 1900's.

★ BROTHER ANTHONY FRANCIS, F.S.C., celebrated his diamond jubilee on Dec. 3. He has served on the faculty of Christian Brothers Academy in Albany, N. Y., for the past 35 years.

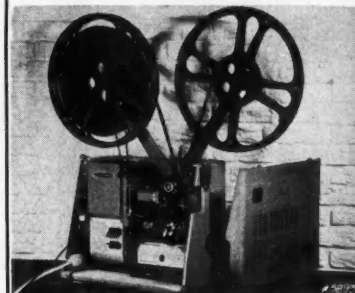
★ SISTER M. FLORENTINE, S.S.J., marked her 60th anniversary as a religious on Dec. 8 at Nazareth, Mich. Sister formerly taught in schools in Kalamazoo and Detroit.

★ MOTHER M. ALBERTA, O.S.U., observed her 50th year of profession at the Ursuline Academy of St. Teresa in Decatur, Ill., Nov. 26.

★ Three Norbertine priests celebrated their silver jubilees in November at St. Norbert's Abbey, De Pere, Wis. They are: REV. ADRIAN C. TRAEGER, O.PRAEM., of Central Catholic High School in Green Bay; REV. ALPHONSUS F. DIEDERICH, O.PRAEM., associate professor of education at St. Norbert's College; and REV. THOMAS G. FOX, O.PRAEM., director of purchase for St. Norbert's College.

(Continued on page 133)

ELIMINATE COSTLY FILM DAMAGE



Safety Film Trips, exclusive with Kalart/Victor, automatically stops the projector in emergencies.



FREE — Treasure Chest of Audio-Visual Ideas. Illustrated booklet tells how to use films effectively. For your copy, circle #297 on Reader's Service Card included in this issue.

Victor Animatograph Corp.
Div. of Kalart
Plainville, Connecticut

VERSATILE!

Ceramichrome prepared ceramic color has been especially formulated for classroom use. They have been compared to fine tempera in their smooth, brushable consistency, mixing qualities, and unmatched versatility. This similarity provides an easy transfer of known art methods to the ceramic field. All Ceramichrome colors, underglaze and glaze, may be one-fired and will inter-mix to obtain intermediate hues. The many features "built in" to every Ceramichrome product insures successful ceramic programs "from Kindergarten to College."



Send today
for your
free copy of
the information
packed
booklet
"Teach
Ceramics
The Easy
Way."

Ceramichrome

Dept. CJ-1, School Division
15215 SOUTH BROADWAY
GARDENA, CALIFORNIA



Clear up the misconceptions

that often arise in girl-to-girl talks

A number of girls believe that a menstruating woman will wilt flowers; that you'll become ill if you wash your hair during your period; that a boy can tell just by looking at a girl that she's having her period; that the menstrual flow is "bad blood."

These and similar superstitions are explained away in the Tampax® educational kit. Other highlights include material for discussion periods; detailed anatomical charts; advice on dating, diet, grooming, exercise; menstrual protection—past and present.

The kit is the result of talks with thousands of girls in elementary schools, high schools and colleges. It answers the very questions they want answered—including the important question of internal sanitary protection. (What is it?—How does it work?)

Many teachers have complimented the clarity and organization of this kit. Even if you already have educational material on menstrual health, you may wish to include what Tampax offers.

***Mail this coupon now for your
Free Educational Kit***

Tampax Incorporated
161 East 42nd Street, New York 17, N.Y.

C-21-A

Please send me the free material listed below:

- "Accent on You..." a booklet for students.
- "From Fiction to Fact," a teacher's guide.
- "On Becoming a Woman," a 160-page book dealing with adolescent interests and problems.
- Order card for free additional supply of the above.

Teacher's Name _____

School or Organization _____

School or Office Address _____

City _____ Zone _____ State _____

UNIFORMS OF DISTINCTION



Pride is justified in uniforms by **BERKLEY FASHIONS, INC.**, winner of Hess Brother's Fourth Annual Awards for Versatility in Design.

Exclusive **BERKLEY** Fabric with **Miracle Fabric Content** is completely washable. Synthetics and wool mixtures in solids, checks, and plaids also available.



Our **BERKLEY** Staff with over 50 years experience designing and manufacturing clothing for America's youth is well qualified to serve your needs.

Illustrated catalogue and samples upon request.

BERKLEY FASHIONS, Inc.

910 W. Lake Street • Chicago 7, Ill.

MAKE STEPS SAFE!

MELFLEX

**Frictioned Rubber Treads
Give More SAFETY, Wear-Resistance and Quiet Cushion**

Here are step treads compounded of special frictioned rubber for heavy duty traffic on any type of step. They end the slippery dangers of worn metal, concrete, tile or wood steps. **MELFLEX** Rubber's resilience gives safety longer because it outwears hard, non-resilient surfaces. It assures a tread that never wears slick. It gives cushion that quiets noisy steps. It gives treads that can be applied to any step surface material with **MELASTIC** cement—for long wearing economy and reduced step-maintenance costs.



**Heavy Duty
Step Treads
In Color or
All Black**

**Treads, Runners, Flooring in Matching
Colors For Lasting Service and Economy**

All in matching marbleized colors or black—treads, runners, flooring can be supplied for complete installations in lobbies, runways, foyers, halls, aisles, corridors, locker and shower rooms. Such installations give longest trouble-free service, greatest slip-resistant safety.

Extra Heavy Duty Treads . . .

For outside or inside installations **MELFLEX** Kleet-Proof step treads give highest resistance to hard, scuffing wear. Compounded of special nylon fiber friction, these treads outwear any other type of tread covering. Can be applied to any base with **MELASTIC** cement. Meets any traffic need with safety and saving economy.



Write for story on styles, colors, prices.

MELFLEX Products Co., Inc.

H. L. Warford, Pres.

410 S. Broadway • Akron, Ohio

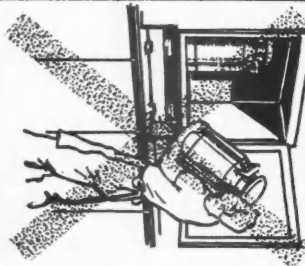
Meterflo® the Self-Service and Portion Controlled Dispenser Designed for CONVENIENCE and PERFORMANCE!



Coffee Brewer serviced at counter height for convenience and SAFETY.



Standard 5 gallon dairy can easily placed in **METERFLO** at floor level without lifting.



• MILK • COFFEE • TEA

• FRUIT JUICES (agitated if necessary)

• Built to Health Department Standards

TO TASTE RIGHT . . . SERVE RIGHT with **METERFLO**

Write for complete information and an actual demonstration in your office.



Meterflo® DISPENSERS

2534 South 11th Street, NILES, MICHIGAN

FILMSTRIP PREVIEW -ING FASTER EASIER

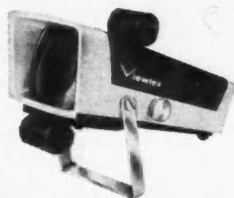


*Perfect in
Portability!
Seconds to
Set Up!*

Viewlex Previewer Sr.

Fastest, most convenient method yet—for desktop previewing of 35mm filmstrips. Large 7" x 9" screen also provides ideal direct viewing for individuals or small groups and for home study or use as filmstrip "textbook." Threads itself instantly. Focuses with single knob.

Only
\$59.50



Previewer Jr.

For On-The-Spot hand-held or desk-top previewing of filmstrip. Operates on A.C. current or batteries. Simple to thread; sprocket advance. Extra-brilliant optical screen.

Model I—For operation on A.C. Current only.....**\$15.95**
Model II—For operation on A.C. Current and batteries.....**\$17.95**

Write for
illustrated Catalog

Viewlex INC.
21 BROADWAY, HOLBROOK, L. I., N. Y.

IN CANADA — Anglophoto Ltd., Montreal

FEBRUARY, 1961

NEWS

(Continued from page 130)

★ **BROTHER JAMES CAMILLUS, F.S.C.**, director of La Salle High School in Cincinnati, and **BROTHER HILARION FREDERICK, F.S.C.**, retreat director at a student retreat house in Plano, Ill., celebrated their 25th anniversaries in November.

★ **REV. JOHN J. HEENAN, S.J.**, and **REV. JOHN V. MATTHEWS, S.J.**, observed their golden jubilees at Woodstock College in Maryland where both have spent more than 60 years as students and teachers. Father Heenan is a writer and translator of theological works. Father Matthews is also a writer and a professor of dogmatic theology.

REQUIESCENT IN PACE

● **RT. REV. MSGR. THOMAS J. QUIGLEY**, former superintendent of schools of the Diocese of Pittsburgh, died on December 26, 1960, at the age of 55. Msgr. Quigley, pastor of St. Bernard's Church in Mt. Lebanon, a suburb of Pittsburgh, was president of the National Catholic Music Educators Association and editor of *Musart*, the Association's official publication.

WILLIAM S. GRAY (1885-1960)

Readers of the *CATHOLIC SCHOOL JOURNAL* will mourn the death (on September 8, 1960) of Dr. William S. Gray, an international authority on all the problems associated with the teaching of reading.

Dr. Gray was a pioneer in testing achievement of children and in diagnosing and treating remediable cases. Since 1925 his annual summaries of investigations relating to reading have been studied in the United States and abroad. In 1938 he initiated the Chicago Reading Conference at the University of Chicago and he directed the Conference till 1953. Other schools have established similar activities.

Since his retirement from full-time teaching in 1950, Dr. Gray traveled in the United States, Canada, Egypt, South America, and Europe. In Europe he made a comprehensive survey and evaluation for UNESCO of methods of teaching reading and writing to children and adults throughout the world.

Shortly before his death, the University of Chicago honored Dr. Gray by establishing the William S. Gray Research Professorship in Reading.

DIOCESAN REPORTS

Diocese of Steubenville

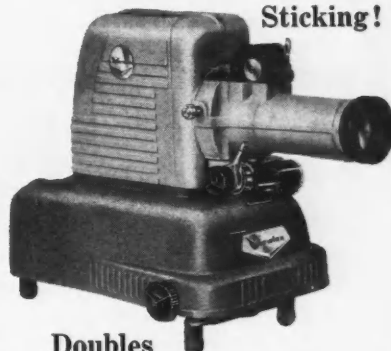
The fifteenth annual report of the diocesan superintendent of schools—**Rt. Rev. Msgr. Henry J. Grigsby**—of the Diocese of Steubenville presents enrollment statistics for elementary and high schools for the school year 1959-60, a directory of schools for 1960-61, and a summary of enrollment statistics from 1945 to 1960. The latter feature is included in honor of the silver anniversary of the priesthood of the Bishop—**Most Rev. John King Mussio**.

The report booklet is illustrated with photographs of school activities—educational, religious, cultural, civic, and char-

(Concluded on page 134)

FILMSTRIP AND SLIDE PROJECT -ING BRIGHTER SIMPLER

**No Filmstrip
Sticking!**

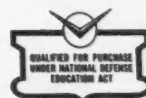


**Doubles
Effective Light!**

Viewlex V-25-P

Student interest perks again and again—frame after frame—as you teach easier, faster with the brighter, sharper virtually "Automated" Viewlex V-25-P. It's the simplest to use, most advanced combination 35mm filmstrip and 2"x2" slide projector made. And—revolutionary new "Anti-Hesive[®]" aperture plates eliminate filmstrip sticking forever!

Write for **FREE** Booklet of Award Winning Essays on "How Audio Visual Aids Make Teaching and Learning Easier" and Viewlex Catalog.



Viewlex INC.
21 BROADWAY, HOLBROOK, L. I., N. Y.

IN CANADA — Anglophoto Ltd., Montreal

(For more information from advertisers, use the postcard on page 147)

NEWS

(Concluded from page 133)

itable. The first photograph shows the Most Reverend Bishop with His Holiness, Pope John XXIII who commissioned His Excellency to "be especially watchful over the growth and education of the coming generation."

Elementary enrollment in 1945-46 was 3484; secondary enrollment 1083. By the year 1959-60 these enrollments had risen to 7217 and 1564.

COMING CONVENTIONS

Catholic Counselors in the American Personnel and Guidance Association will hold

their seventh annual meeting, March 25-26, at Loretto Heights College, Denver, Colo. The chairman will be Brother Philip Harris, O.S.F., vice-president and director of student personnel services of St. Francis College, Brooklyn, N. Y. Following this meeting, the delegates will attend the national convention of the American Personnel and Guidance Association at the Denver Hilton Hotel, March 27-30.

EDUCATIONAL MEETINGS Science Teachers to Meet

The Chicago Catholic Science Teachers Association held its 70th meeting, Wednesday, December 28, 1960, at St. Patrick Boys High School, Chicago, Ill. Science exhibitions, revision of the curriculum, teaching of biology, the team approach to

teaching, and algebra in eighth grade were among the subjects discussed. A special invitation was extended to teachers in the elementary schools to attend and to organize an Earth Science Section.

DIOCESAN TEACHERS INSTITUTES

- Feb. 3. PITTSBURGH, Canevin H. S. (Elementary) and South Hills Catholic H. S. (Secondary)
Feb. 8-9. NEW YORK, Hotel New Yorker and Manhattan Center
Feb. 10. SAN FRANCISCO, Riordan High School
Feb. 13. NEW ORLEANS, Loyola U. Field House
Mar. 17-18. WASHINGTON, D. C., Archbishop Carroll H. S.
Nov. 22. JOLIET, St. Procopius College, Lisle, Ill.

SCHOOL LUNCH PROGRAM

This year more than 13.5 million children are participating in the National School Lunch Program. The program is administered by federal, state, and local officials for children in public and in non-profit private schools.

To be eligible for federal reimbursement under the School Lunch Act, each lunch must contain half a pint of milk plus specified minimum amounts of protein rich foods, fruits and vegetables, enriched bread, and butter or fortified margarine.

Federal funds must be matched by state or local funds, including the money paid for lunches by the children, at the rate of at least \$3 for each federal dollar. In actual practice the rate is running at about seven to one.

In addition to cash reimbursement, government agencies give to the schools large quantities of surplus foods.

THE NCHSA

for Parents and Teachers

The National Catholic Home and School Association is a new formally organized service office for Catholic parent-teacher groups, inaugurated in September, 1960, with headquarters at the NCWC building, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

The new organization is sponsored jointly by the National Council of Catholic Women and the National Council of Catholic Men. There is an executive secretary to administer the service office. The new association, which uses the consultative services of the department of education of the National Catholic Welfare Conference and of the National Catholic Educational Association, is the only national Catholic service agency for Catholic groups of parents and teachers.

While the NCHSA is formally a new organization (since September, 1960), it is an expanded and more formal outgrowth of the service which has been rendered to its member groups during the past two decades by the committee on parent-teacher associations of the National Council of Catholic Women. With its office and its executive secretary in close contacts with sponsoring and affiliated organizations at their headquarters in Washington, it is in position to render more efficient service to Catholic groups.

A group of parents and teachers in a Catholic school is asked to pay annual dues as follows: In a school with an enrollment of less than 300, \$15; 300-600, \$20; 600-1000, \$25; more than 1000, \$30.

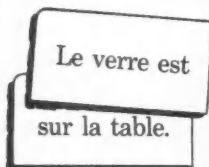
ELEMENTARY Foreign Language Teaching Material F.L.E.S

A coordinated set of materials designed to provide a beginning skill in Reading the Language.

Parent Teacher Aids FOREIGN LANGUAGE FLASH CARDS



French Vocabulary Words



French Phrase-Sentences

Available in French, Spanish and German. Two sets for each as illustrated — Vocabulary Words and Phrase-Sentences. Clear instructions for use, key to pronunciation, English translation, games to play. Card size 3" x 6".

Price \$1.00 per set

Use Your Title III NDEA Money

Foreign Language Workbooks



J'étudie le français
(I Study French)

Estudio Español
(I Study Spanish)

\$1.00
EACH

The transition from the vocabulary word cards and phrase-sentence cards is carefully planned. Generous illustrations provide conversational material. Exercises require the child to write the foreign language words correctly. Progression from page to page is meticulously planned. A vocabulary with English translations, and page by page instructions help the teacher who is not a foreign language specialist to handle the subject with confidence. 64 pages and cover. Page size 8½" x 11".

Ask your School Supply House, or write

SCHOOL AIDS PRODUCTS COMPANY

Distributors

8986 Manchester Ave. C, St. Louis 17, Mo.

THE GELLES-WIDMER COMPANY, Publishers

All-purpose liquid detergent

Mop it on...



**Walk
away**

Cindet

Let Cindet suds lift the dirt for you

Cindet does more cleaning with less effort and less material; works in hard or soft water.

Cindet outstrips them all as a wax stripper. Cleans walls, woodwork, tile, porcelain, glass, metal.

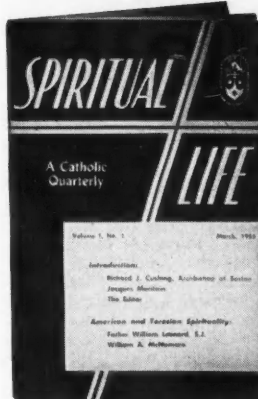
Cindet does a cleaner job—cuts labor costs! Mop it on, walk away, come back and pick it up.

Cindet does the job with no drag because dirt particles shatter, lift and ride high.

For free sanitary survey of your premises ask your Dolge service man



**The Catholic Quarterly for Busy People
Interested in Mental Prayer**



SPIRITUAL LIFE

At last there is a magazine written and edited for busy Americans who want to find the way to contemplation amid action-filled lives.

Written and edited in the great tradition of European Carmelite magazines, **SPIRITUAL LIFE** is eminently qualified to transmit the rich heritage of St. Teresa and St. John of the Cross through its modern American Discalced Carmelite editors.

Published in March, June, September, and December at \$3.00 a year.

SPIRITUAL LIFE

4M BRUCE BLDG. MILWAUKEE 1, WISCONSIN

FOR OVER TWENTY-FIVE YEARS

Creative Designers and Manufacturers

of

*School
Uniforms*

**CORRECTLY
STYLED**



*Colors
of your
Choice*

Quality Tailored — Reasonably Priced!

Our knowledge and experience of your requirements and our willingness and ability to assume them — are, we believe, the reason so many satisfied schools rely on us for their uniform needs — year after year.

Mail This Coupon Today. Prompt Service ALWAYS.

ATTRACTIVE FROCKS, INC. Cincinnati 2, Ohio

ATTRACTIVE FROCKS, INC.

124 East Seventh St., Cincinnati 2, Ohio

Please send me without obligation

☐ Catalog and Sample of Style #507

☐ Catalog only

NAME _____ TITLE _____

SCHOOL _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

NEW BOOKS

(Continued from page 27)

English in Action Series

By J. C. Tressler, Henry I. Christ and others. Cloth. D. C. Heath & Co., Boston, Mass.

The series, *English in Action*, offers a fine example of progress in its treatment for teaching the English language on all levels in the high school curriculum. This series, in its seventh edition, has long been in use in public school systems, but because of its completely secular treatment the reviewer believes it would not lend itself well to the Catholic system; the authors imply an encompassing of the

entire personality of the student in their approach.

This is not to say the series is without value, for it has much; it offers new subject matter sensitively graduated, as to be geared to the student's capacity of attainment and patterned around his or her sociological interests; thus challenging the student on his or her level.

The text offers a colorful, carefully planned format offering pictorials and projects designed to attract and hold attention which represents much hard, industrious work directed toward producing a text for the student.

Each grade offers a teacher's edition that is excellent. The text and manual are in one binding. The manual offers a wealth of suggestive materials for the classroom

presentation and testing. The manual also offers substantial matter for use with slow learners as well as supplementary study material for gifted students. Many will be pleased to find the fine syllabi offered for normal and for slow groups.

This series in the hands of a fine teacher should produce the high school graduate possessing a solid background in the English language. — P. Straub.

Golden Books

What Is It? By Vincent Fago. \$1.95. The Golden Press, New York 20, N. Y.

Here Comes the Whoosh. By Vincent Fago. \$1.95. The Golden Press, New York 20, N. Y.

These two books for youngsters, written and illustrated by Vincent Fago, are excellent. The animals will enliven the imagination of any youngster. And inquisitive young minds will not cease to ask questions like: What is it? and what is a whoosh?

Little Black Puppy. By Charlotte Zolotow. Cloth, 30 pp., \$1.

Where Do You Live? By Eva Knox Evans. Cloth, 31 pp., \$1.

The King Who Learned to Smile. By Seymour Reit. Cloth, 30 pp., \$1.

Belling the Cat. By Leland B. Jacobs and Harold Berson. Cloth, 31 pp., \$1.

The Wonderful House. By Margaret Wise Brown. Cloth, 31 pp., \$1.

More Golden Books under the subtitle: "Read it yourself — A Golden Beginning Reader." The stories are told simply and in a few words. The illustration will arouse the interest of parents and children. Parents would do well to begin now to build their children's library with these books.

Atoms: The Core of All Matter. By Jerry Korn. Board covers, 56 pp., 50 cents.

Planets: Exploring Other Worlds. By Otto Binder. Board covers, 56 pp., 50 cents.

The above two books belong to a series entitled "Golden Library of Knowledge," also published in a deluxe edition for \$1. There are already numerous titles in the series. Space-age enthusiasts will gain much from these superbly illustrated books. Young people interested in history and wild life will also find much fascinating reading with this "Library." — W. Straub.

A Handbook of the Liturgy

By Rudolph Peil. Translated by H. E. Winstone. Cloth, 317 pp., \$5.95. Herder & Herder, New York 36, N. Y.

This attractive book is addressed to teachers of religion and provides a detailed account of (1) the liturgy in general, (2) the liturgy of the Mass, (3) the Christmas and Easter cycles of the liturgical year, (4) the sacraments and sacramentals. While the book is written specifically for Germany and the translator is an Englishman, the work is surprisingly universal in its details. The suggestions for teachers recommend points to be remembered in dealing with adults and in developing general parochial customs and attitudes. The main approach, however, is intended to provide teaching materials for children from the earliest years in school to the terminal years.

Formal Logic

By M. Joseph Dopp. Translated by J. Roland E. Ramirez. Cloth, 191 pp., \$5. Joseph F. Wagner, Inc., New York 7, N. Y.

This introductory text is written with strong emphasis on the philosophical basis of the science of deductive reasoning. Both language and the form of presentation are



Send for your copy of handsomely illustrated 16-page booklet showing our wide selection of graduation dresses.

Illustrated: Crisp organdy, beautifully fashioned. Just one from our charming collection.

Purchases made at your local store only.

joy Time, inc.

Graduation Dress Dept.

525 Seventh Avenue
New York 18, N. Y.

NEW BOOKS

(Concluded from page 136)

formal and follow strongly the scholastic tradition. A later work by the same author is to take up modern or "positive" logic. The translators and the publisher are rendering a valuable service in making this portion of the philosophical series of Louvain University available to American students.

Meditations on the Old Testament

By Gaston Brillet, C.Ir. Translated by Jane Wynne Saul. Cloth, 243 pp., \$3.50. Desclee Co., Inc., New York 7, N. Y.

These meditations are limited to the Psalms. The method is simple, the text decided, and characteristic ideas and points to remember are pointedly outlined. The meditations proper are left to the individual religious or layman.

Examen: The Sacraments in Our Daily Life

By Rev. Raymond Fages. Cloth, 84 pp., \$1.45. Henry Regnery Co., Chicago, Ill.

This is a series of meditations, arranged in eight groups based on the sacraments and the Mass. The purpose is to show religious and lay people how to progress in virtue through living with the sacraments.

Smith's Latin-English Dictionary

Revised edition by J. F. Lockwood. Cloth, 823 pp., \$4.95. Barnes & Noble, Inc., New York 3, N. Y.

This is a welcome reprint of the old widely used *Smith's Latin-English Dictionary*. The revision made in 1933 brings the work up to date for use in connection with classical Latin translations.

Toward Better International Understanding

This is a manual of lessons about the United Nations issued by the New York City public schools. Grades 2-12.

For sale at \$1.50 from New York City Board of Education, 110 Livingston St., Brooklyn 2, N. Y.

Mother Mary of Jesus, the Good Shepherd

By Sister M. Edith, C.S.F.N. Published by the Sisters of the Holy Family of Nazareth, 353 North River Road, Des Plaines, Ill.

The foundress of the Congregation of the Sisters of the Holy Family of Nazareth, Mary Frances Siedliska, is the subject of this brief but inspiring and beautifully illustrated booklet.

Freedom and Providence

By Mark Pontifex, O.S.B. Cloth, 137 pp., \$2.95. Hawthorn Books, Inc. New York 11, N. Y.

This newest contribution to the 20th Century Encyclopedia of Catholicism treats, in as popular a manner as possible, the difficult problem of God's providence and the related controversial problems of sin and its consequences. The author proposes a middle-ground solution between the extreme viewpoints of the Molinists and the Thomists concerning the freedom of the human will and God's causality. The objections of modern thinkers are answered rather cleverly. The book lacks a needed index.

where else

can you buy an electric, paste ink, silk screen mimeograph for only \$345*?

*Plus F.E.T.



Try to find a mimeograph buy that compares with the amazing BOHN REX-ROTARY M-4. Its unique advantages give you performance and results you get only from mimeographs costing at least \$200 MORE. It is the first really clean mimeograph. Ends pouring liquid ink from messy cans; dirty hands, clothes . . . New Paste ink, twin-cylinder, silk screen system, designed like a printing press, guarantees cleanest, sharpest copies. Prints drawings, photos and type from electronic stencils. So simple even untrained operators can now produce professional copies.

fill out this coupon today.

Let us show you how versatile, clean, and inexpensive mimeographing can be. Mail this coupon today for your free Bohn School Portfolio of the newest mimeograph techniques and applications.

Bohn Duplicator Company

444 Park Avenue South, Dept. H-3
New York 16, New York

NAME _____

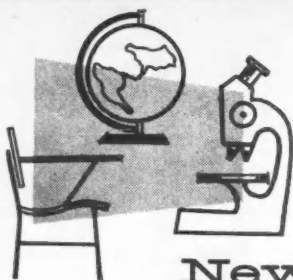
☐ Please arrange a demonstration without obligation.

ORGANIZATION _____

☐ Please send Portfolio of samples printed on the Bohn Rex-Rotary.

ADDRESS _____

CITY, STATE _____



New Supplies

DURABLE DRAPERY FABRIC

Large areas of glass in contemporary buildings often present problems in light control or privacy. These 20-ft. high window walls at the new Temple Sinai building in Washington, D. C., have draperies of the new Saranspun fabric. Because of Saranspun's resistance to abrasion, crack-



Decorative Fabrics

ing, and fading, it is well suited to traverse installations in public places. This flameproof material also resists moths, mildew, and moisture, and can be washed or drycleaned. It is available in a complete line of prints and solid colors, in sheer and close weave textures. For more information write to the National Plastic Products Co., Odenton, Md.

(For Further Details Circle Index Code 028)

COMPACT CALCULATOR

Monroe Calculating Machine Co., Orange, N. J., has a compact calculator with full keyboard that occupies no more desk space than a telephone. The electric model will handle large-volume figure work, while the hand-operated version is simple enough to use in teaching arithmetic to grade school children. The LA-9 low-silhouette unit has a "quick-shift" lever, with all controls grouped into one convenient area. Carry-over upper dials pro-



Electric or Manual

vide short-cut multiplication. Finished in two-tone gray, this lightweight machine comes in two capacities: the LA9-203, with 10-column keyboard, 10 counting dials and 20-place result dials; the LA9-163 with 8-8-16 capacity.

(For Further Details Circle Index Code 029)

SPANISH OR FRENCH SONGS

Singing songs in a foreign language can be fun and educational. These two records will add variety to a school's music program. Two 12 in., 33 $\frac{1}{3}$ long play records are offered: *Let's Sing Songs in French* and *Let's Sing Songs in Spanish*, about \$5 each. The records use the language lab technique of speaking the words after a native speaker, then learning the melody



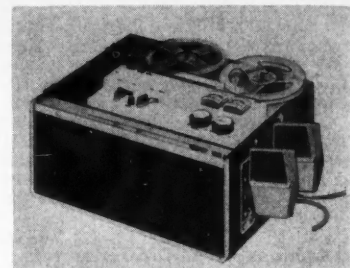
Two Long Play Records

phrase by phrase, and finally singing the entire song. An illustrated song book contains all the words both in the language and in English, as well as piano accompaniment for each song. The Spanish record reviewed contained eight songs. Only one, *Cielito Lindo*, could be considered a popular melody, but the others were all delightful, though little known, folk tunes. Send for information from Ottenheimer Publishers, Inc., Baltimore 15, Md.

(For Further Details Circle Index Code 030)

PORTABLE RECORDING UNIT

The new Knight model KN-4300 tape recorder, by the Allied Radio Corp., Chicago 80, Ill., provides recording-studio versatility in a single compact, portable case. The unit features two eight-watt amplifier sections, and two six-in., hi-fi speakers. Included are two- and four-track stereo recording and playback at all three speeds (1 $\frac{1}{2}$, 3 $\frac{3}{4}$, or 7 $\frac{1}{2}$ in. per second), plus two-track monophonic recording and playback facilities. The model weighs 30



Tape Recorder

lb.; its case is 9 $\frac{5}{8}$ in. high, 18 in. wide, 14 $\frac{1}{2}$ in. deep, with color styling in black and aluminum. Send for full information

(For Further Details Circle Index Code 031)

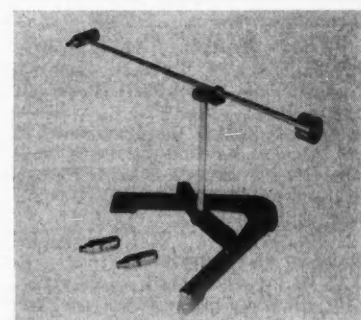
SCHOOL UNIFORMS

Graubards, Eastern manufacturer of girls' and boys' school uniforms, announces its new line of uniforms for cheerleaders, twirlers, majorettes, and bands. The line features a wide variety of color and fabric with exciting contours in keeping with the latest collegiate fashions. Samples, fabric swatches, and price lists of uniforms and accessories will be furnished to schools who write to the firm at Newark, N. J. All uniform styles are available in every school color, and any style can be made to order.

(For Further Details Circle Index Code 032)

ROCKET PROPULSION UNIT

A rocket propulsion demonstration device has been developed for high-school students by Julius Sumner Miller, professor of physics at El Camino College, Calif., for the Central Scientific Co., Chicago 13, Ill. The Cenco-Miller demonstrator consists of a counterweighted crossbar centered on a vertical rod mounted in a heavy Harrington base. One end of the crossbar holds a CO₂ cartridge which, when punctured, causes an outflow of com-



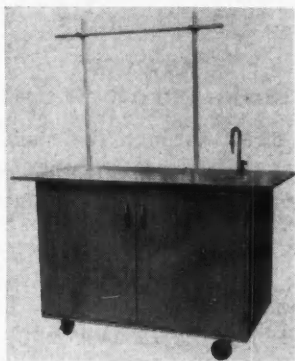
Demonstration Kit

pressed gas that pushes that end of the crossbar and causes the assembly to spin. This unit (No. 76176), with a supply of ten CO₂ cartridges, is moderately priced. Three other Cenco-Miller devices are also available: one demonstrating rotational inertia and two demonstrating thermal effects.

(For Further Details Circle Index Code 033)

SCIENCE DEMONSTRATION TABLE

An economical portable table for science demonstrations is offered by Kewaunee Technical Furniture Co., Statesville, N. C. Sturdily constructed of chemical-resistant oak, it features a $\frac{3}{4}$ -in. green plastic top, also chemical resistant. It is fitted with stainless steel cup sink,



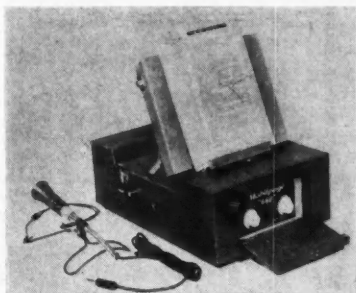
Chemical Resistant Finish

water pump, and two flush plates for rod setup. A recessed pegboard back and roomy cupboard furnished with three tote trays provide ample storage space. The table rolls on 4 in. swivel casters, with self-brakes. Over-all dimensions are 54 in. long, by 36 in. high by 30 in. wide.

(For Further Details Circle Index Code 034)

ELECTRONIC LECTERN

The Mobilpage "660" is a portable, electronic lectern, easily carried and set up in seconds. A unique transistor amplifier, uses standard flashlight batteries. Its twin speakers deliver clear sound even to large



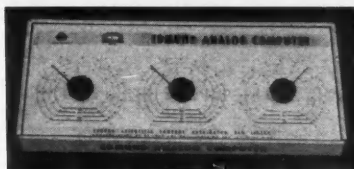
Operates on Batteries

audiences. Its microphone, lightweight and easy to use, has extra-long cordage and a lavalier attachment. The scuff-resistant attache case carries accessories. Made by the Midwest Audio Corp., Chicago 47, Ill., the low-cost unit weighs only 8 lb.

(For Further Details Circle Index Code 035)

LOW-COST ANALOG COMPUTER

This easy-to-assemble analog computer is designed to teach students in grades 8 to 12 basic electronic computing principles. The computer, which operates on two flashlight batteries, works many problems, including those in circumference and



Teaches Electronic Computing

volume. Three potentiometers and an electric meter are mounted on the die-cut box. Priced at about \$15 from the Edmund Scientific Co., the computer measures 20 by 9 by 2 in. Directions for assembly and instruction booklet are included in the kit.

(For Further Details Circle Index Code 036)

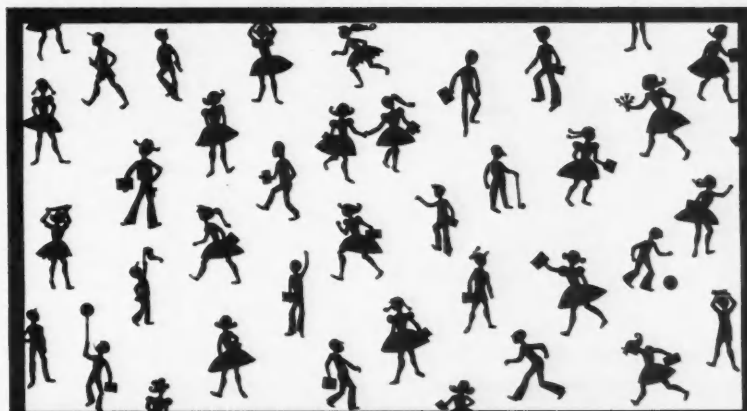
SCHOOL HANDWRITING KIT

A handwriting kit featuring the new Skripwriter ballpoint pen is offered by the W. A. Shaeffer Pen Co., Fort Madison, Iowa. The kit, priced at 98 cents, includes the \$2.49 ballpoint with new Dokumental 303 Skrip ballpoint fluid, a 79-cent refill, and an eight-page illustrated booklet entitled "Three Easy Steps to Good Handwriting," by Scott, Jasner, and Rubin of the Philadelphia Board of Education. The kit is available from school supply dealers.

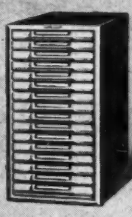

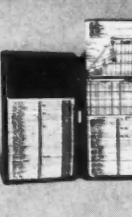

(For Further Details Circle Index Code 037)

(Continued on page 140)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



Acme Visible School Record Systems SIMPLIFY RECORD HANDLING TO KEEP PACE WITH RECORD ENROLLMENTS

 <p>ACME TRAY CABINETS Versatile file controls individual pupil records.</p>	 <p>COMPACT CLASS RECORDS A complete class record at a flip of the finger.</p>	 <p>CLASS RECORD CARD BOOKS Grades, enrollment, vital statistics at a glance.</p>	 <p>PRE-PRINTED RECORD CARDS Easy to read cards for all school records and needs.</p>
--	--	--	---

Turn paperwork . . . teacher's pet peeve, into teacher's pet! Simplify all your record handling problems simply by using Acme Visible School Records and Systems.

For instance, now on just one Acme Visible record card, a student's complete school record! Background, grades, test results, even attendance . . . available at a glance. No need for a half-dozen different cards requiring duplication of entries and a waste of teaching time.

Similar Acme Visible records simplify handling of teachers' records, payroll, purchasing and inventory, maintenance and service. These time and work saving records can help your school. Call your Acme Visible representative or mail coupon. There's no obligation.

ACME VISIBLE

World's Largest Exclusive Makers of Visible Record Systems

ACME VISIBLE RECORDS, Inc.
6002 West Allview Drive, Crozet, Va.

Send free literature on "Record Systems for Schools."

Name

Title

School

City Zone State

LOOK FOR
THE LABEL
OF QUALITY
WHEN BUYING
SCHOOL
UNIFORMS



For 45 years, a leading manufacturer of quality school uniforms . . . specializing in jumper and skirt style uniforms for Catholic primary and secondary schools.

Write for the name of the nearest source in your area.

RAND & RAND, INC.

315 N. 12th Street
Philadelphia 7, Pa.

New Supplies

(Continued from page 139)

TWO FILMSTRIP ACCESSORIES

Two new accessories for filmstrip projectors have been developed by Viewlex, Inc., Long Island City 1, N. Y. First, is the Strip-O-Matic film changer with built-in automatic take-up. Filmstrip frames can be changed remotely by a touch of the control handle button. Priced at



Remote Frame Changer

\$39.95, this unit may be attached to any Viewlex filmstrip projector. Second, is the development of Anti-Hesive® aperture plates which eliminate filmstrip sticking caused by moisture. These plates will become standard equipment on all the firm's filmstrip projectors; they can be fitted to any Viewlex projector made since 1950 at the regular plate replacement cost of \$2.80.

(For Further Details Circle Index Code 038)

BUILT-IN SHELF SUPPORTS

Reading rooms in the new public library at Bell, Calif., feature adjustable shelves with metal supports, concealed between wood-grained wall panels, which extend above and behind the shelf areas. The shelves are fastened on brackets which



In Wood-Grained Panels

are slipped into thin perforated strips between the 2-ft. wide grooved panels. The brackets can be moved to different perforations for any height shelf. Made by the Masonite Corp., Chicago 2, Ill., the Panelok system is available from lumber dealers.

(For Further Details Circle Index Code 039)

CORRESPONDING CODE INDEX NUMBERS
TO BE ENCIRCLED CAN BE FOUND ON THE
CORRESPONDING CODE INDEX NUMBERS



YOU CAN NOW BUY
THE FAMOUS

ATKINS
35mm COLOR SLIDES

direct through the mail.

Send for the new multi-page descriptive catalog of more than 1200 sets, 8 slides to the set, of all over the world, taken by world known photographers.

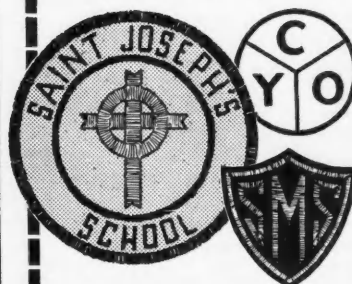
SPECIAL OFFERS ARE MADE
TO SCHOOLS AND CHURCHES

ATKINS
Travel Slides, Inc.

Dept. "C"
2045 Balboa Street
SAN FRANCISCO 21, CALIF.

SWISS EMBROIDERED EMBLEMS

Ideal for wear on school uniforms, sweaters, gym suits, caps and all associated school and club garments.



Our emblems are made by the Swiss method in loom lots, assuring uniform appearance, as the entire quantity required is made in one operation. Therefore, the larger the quantity, the lower the price.

Distinctive and durable, our emblems are made of quality cotton twill, which is completely washable, or felt (dry clean only) material and fine silk thread—all guaranteed color fast.

ROGERS EMBLEM MFG., CO.
2450 SO. MAIN ST., LOS ANGELES 7, CALIF.

LANGUAGE FLUENCY DRILLS

Teaching students to think and speak quickly in a foreign language is the aim of MRI/TRW Quick-Change Audio-Drills. Each supplementary drill includes 18 12-in. LP unbreakable records, and a teacher's manual with scripts of all 70 lessons. The drills are available in fundamental French, Spanish, and German. Short, simple problem sentences are spoken by native linguists, then answered in the foreign language by the student within a given time. Send for complete details from the Educational Electronics Division, Thompson Ramo Wooldridge Inc., New York 11, N. Y.

(For Further Details Circle Index Code 040)

WARDROBE FOR PARAPLEGICS

This practical wardrobe for paraplegics was designed by Nellis Industries, Inc., manufacturers of Hallmark steel cabinets, McClure, Pa. The two sections comprise one fireproof steel unit equipped with institutional casters and a rubber kick plate around the base. The wardrobe sec-



Comes in 12 Colors

tion, 54 in. high, comes with a hanger rod, towel rack, and toothbrush holder. The 36-in., three-drawer section includes a stainless steel pull-out shelf, plastic top, and chrome-plated guard rail. Both sections have locks which open with a single key. Twelve enamel colors are available.

(For Further Details Circle Index Code 041)

FIRE-RESISTANT DOOR

A fire door with high pressure plastic laminate faces has been developed by the United States Plywood Corp., New York 18, N. Y., for schools and other public institutions. Approved by Underwriters Laboratories, Inc., the door combines fire protection with pleasing appearance and easy maintenance. Coated with Micarta, the door is offered in mahogany, oak, maple, and walnut print grainings. In addition to its easy, damp-cloth maintenance, the door is resistant to solvents, chemicals, heat, cold, dampness, and staining agents.

(For Further Details Circle Index Code 042)

(Continued on page 142)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

NOW—
AUDIO AUTOMATION
FOR EASIER TEACHING
AND SELF-TRAINING!

"ADD + A + TRACK" by V-M

- Dynamic advance in the use of a tape recorder for Modern Teaching!
- Develops oral skills and promotes retention!
- Excellent for language and speech students—speeds learning!
- Helpful to music students — helps improve technique!
- Benefits teachers—saves time and energy!

Versatile V-M "Add-A-Track" offers unlimited opportunities for powerfully effective teaching methods! Record instructions on one track, rewind the tape and student may record on another track while *listening* to the first track. On playback, *both* recordings are heard *simultaneously*! The student can re-record his voice or instrument, repeatedly, without affecting the first (or master) track in any way. He can even play a duet with himself! V-M/ 'tape-o-matic' 4-Track Stereo/Play Tape Recorder with "Add-A-Track" Model 720... \$225.00 LIST*

*Slightly Higher West



V-M CORPORATION • BENTON HARBOR, MICHIGAN

V-M ALSO OFFERS A COMPLETE "AUDIO LEARNING CENTER" PROPOSAL—FROM ONE UNIT TO AS MANY AS YOUR LANGUAGE LABORATORY REQUIRES.

V-M CORPORATION
CJ-261
305 Territorial Road
Benton Harbor, Michigan

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

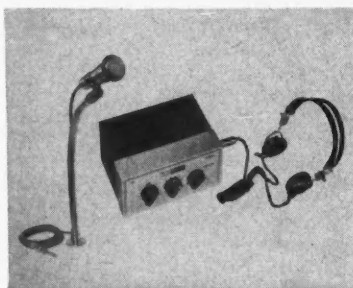
Please send me additional information without obligation on V-M Tape Recorders, and "Audio Learning Center" proposal.

New Supplies

(Continued from page 141)

"PACKAGED" TEACHING LAB

A complete tape teaching laboratory has been introduced by the Webster Electric Co., Racine, Wis. It consists basically of a monitor panel, a power panel, a program panel, tape recorders, microphones and headsets. It can teach up to nine different lessons simultaneously from six to more than 54 students. The "package" allows three methods of teaching: the student may select his own teaching program, the instructor may select for the student, or the student may "teach himself." The same system can be used for paging or music distribution. Instructors



Student Control Unit

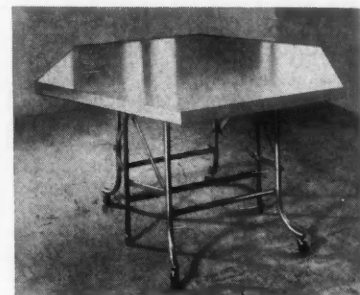
can also "test" students by recording their oral work on tape. All the lab's compo-

nents are compatible in sound, size, color, and method of installation, because all are produced by Webster. The teaching equipment can be installed in standard or custom cabinetry.

(For Further Details Circle Index Code 043)

PORTABLE FOLDING TABLE

A new line of portable folding tables for schools and institutions is offered by the Schieber Mfg. Co., Detroit 39, Mich. The tables, which store compactly, come in round, hexagonal, and square shapes, 48 or 60 in. across the center. Table tops are seven ply wood with decorative, washable formica surface in optional colors. The



Comes in Three Shapes

undersides are finished with waterproof plastic backing sheet. Four tubular metal legs, with cross supports, curve outward to stabilize the table when opened or folded. Two crutch-tipped center legs fold down firmly on the floor to prevent the table from shifting. Mark-proof neoprene swivel casters eliminate the need for table trucks.

(For Further Details Circle Index Code 044)



UP TO 40% DISCOUNT
TO CHURCHES AND
OTHER INSTITUTIONS

Monroe
FOLD-KING
FOLDING BANQUET
TABLE LINE

FREE-1961 CATALOG AND DIRECT-TO-INSTITUTIONS PRICES

Kitchen committees, social groups, attention! Direct-from-factory prices — discounts up to 40% — terms. Churches, Schools, Clubs, Lodges and all organizations. Our new MONROE 1961 FOLD-KING FOLDING BANQUET TABLES are unmatched for quality, durability, convenience, handsome appearance. NEW—completely automatic lock on pedestals and legs, "snaps" them rigidly in place. New pedestal and frame construction. 68 models and sizes.

Ask for our beautiful new catalog with color pictures of Folding Tables, Folding Chairs, Table and Chair Trucks, Portable Partitions, Bulletin Boards, Folding Risers and Platforms. Send to:

THE MONROE COMPANY 96 Church St. **COLFAX, IOWA**

1908-1961
53 YEARS OF
LEADERSHIP

No. K-3 TABLE
TEMPERED MASONITE
PLASTICIZED TOP

Monroe
CATALOG
in COLORS

46 PAGES • COLOR
PICTURES • PRICES
DISCOUNTS

Old John had the right idea



It's unwise to pay too much . . . but it's worse to pay too little. When you pay too much, you lose a little money . . . that is all. When you pay too little, you sometimes lose everything, because the thing you bought was incapable of doing the thing it was bought to do.

The common law of business balance prohibits paying a little and getting a lot. It can't be done. If you deal with the lowest bidder, it is well to add something for the risk you run. And if you do that, you will have enough to pay for something better.

—JOHN RUSKIN



BUY WHERE YOU SEE THIS SIGN OF THE NSGA MEMBER
NATIONAL SPORTING GOODS ASSOCIATION

23 EAST JACKSON BLVD.

CHICAGO 4, ILLINOIS

MAGNETIC CONTROL BOARD

Magnetic control boards, by the Methods Research Corp., Staten Island 5, N. Y., allow instant changing of visual records for schools, dormitories, and hospitals. The control system consists of a 24 by 36 in. steel board which holds colored magnets, magnetic card holders, acetate tape and



Adjustable Visual Records

colored bars for charts and graphs, circular identification stickers, and magnetic arrows. The board is finished in gray and framed in polished aluminum. Send for an illustrated brochure. In Winston-Salem, N. C., the school superintendent's office uses a magnetic board to show the placement of all teachers in the school system, as is shown in the picture above.

(For Further Details Circle Index Code 045)



**TAKING CHANCES WITH
YOUR STUDENTS ...
INSURE THEIR SAFETY
WITH A WELL EQUIPPED
SAFETY PATROL**



Graubard's Equipment is nationally known as the school safety equipment "That Promotes Safety." It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

FIRST, it gives each patrol member a sense of responsibility and a pride in doing his job well.

SECOND, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and complete co-operation.

Write for Free Catalog and complete information and prices.

GRAUBARD'S
236 HIGH STREET
NEWARK 2, NEW JERSEY

AUTOMATIC PAPER FOLDER

Automation in the office takes another stride forward with the introduction of the new Conqueror Paper Folder by Heyer, Inc., Chicago. At the touch of a lever,



Electric or Manual Models

the machine automatically feeds, folds, and counts 110 sheets per minute and deposits them by belt delivery into a neat stack. Once the machine is set, it does not require the attention of an operator; it even shuts off automatically. It will fold correspondence, invoices, promotional and other types of mail, thereby eliminating costly clerical help. The fast, heavy-duty folder is designed for long or short runs, for volume folding in direct mail organizations or letter shops. A less expensive, hand-operated model is available for those who need only shorter or occasional runs. Both machines automatically feed and fold sheets from 3 by 5 to 9 by 17 in. in size. Send for price information.

(For Further Details Circle Index Code 046)

SCHOOL BUS PA SYSTEM

For safer operation of school buses, the DuKane Corp., St. Charles, Ill., has introduced a "hands free" public address system using a transistorized four-watt mobile amplifier and a close-talking microphone which operates on any 12-volt d.c. power source. The driver, without removing his



"Hands Free" Microphone

hands from driving controls, merely leans toward the microphone and makes his announcements either inside or outside the vehicle. The system is circuited to operate only when the ignition switch is turned on. Equipment includes a compact amplifier and loudspeaker horns for inside and outside installation.

(For Further Details Circle Index Code 047)

(Concluded on page 144)

**CORRESPONDING CODE INDEX NUMBERS
TO BE ENCIRCLED CAN BE FOUND ON THE
CARDS IN THE READER'S SERVICE SECTION**

**You can raise \$500
or more in 6 days
this easy way**



**Sell famous Mason
Candies and in 4 to 15 days
your group can make
\$300 to \$2500**

For complete information fill in and mail us the coupon shown. If you decide to go ahead you don't risk a cent,—you pay nothing in advance. We supply on consignment your choice of **THREE VARIETIES** of famous Mason Candy. At no extra charge each package is wrapped with a band printed with your organization's name and picture. You pay after you have sold the candy and return what you don't sell. Candy is sold at less than regular retail price. You make \$12.00 on every 30 sales of our \$1.00 box (66⅔% profit to you on cost). There's no risk! You can't lose. Mail in coupon today for information about **MASON'S PROTECTED FUND RAISING DRIVES.**

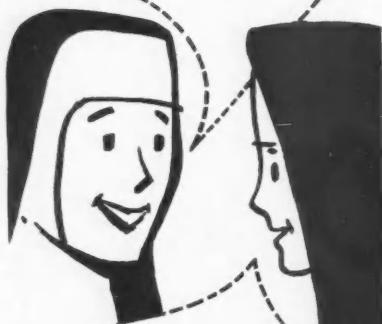
GEORGE M. RAUSCH, Dept. CS-2
Mason, Box 549, Mineola, N. Y.

Gentlemen: Please send me, without obligation, information on your Fund Raising Plan.

Name _____
Age if under 21 _____
Address _____
Organization _____
Phone _____
City _____ State _____

Mason Candies, Inc., Mineola, L. I., N. Y.

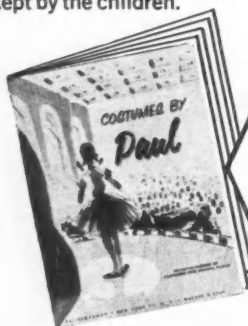
**WE HAD A
WONDERFUL
SHOW...
SUCCESSFUL TOO!**



**THOSE
COSTUMES BY
PAUL LOOKED
FINE...**

Each year more than 1400 Catholic schools using costumes by Paul, stage successful entertainments.

We manufacture over 250 styles of costumes made of satins, duvetynes, etc., at an average price of \$4.00 each. Costumes are individually boxed with child's name and shipped in prompt reply to your order. The costumes are kept by the children.



**WRITE
FOR
FREE
CATALOG**

This is a new, illustrated, 16 page costume catalog covering all phases of children's theatricals. On the back cover is a simplified measuring chart.

COSTUMES BY Paul

561 Broadway New York 12, N. Y.
PHONE - WA 5-8369

New Supplies

(Concluded from page 143)

INSTANT FILM SPLICING

A new chemical bond that splices film instantly, without any waiting is a development of The Harwald Co., Evanston, Ill. The new formula will make stronger, more dependable film splices than regular film cement, according to the manufacturer. It may be used for splicing any type of film from 8 to 70 mm., positive, negative, monochrome or color. Send for a free sample bottle.

(For Further Details Circle Index Code 048)

COMMUNICATION UNIT

A new three-way communication system has been designed for schools by the Cincinnati Time Recorder Co., Cincinnati 6, Ohio. The combination provides telephone



Includes Program Clock

connections between the principal's office and individual classrooms, a public address system with speakers for each room, and clocks with signals for timing class periods. Send for further information.

(For Further Details Circle Index Code 049)

SLANTED LABELS FOR SHELVES

The new Hi-Lo label holders from Cel-U-Dex Corp., Newburgh, N. Y., eliminate stretching and stooping to read shelf labels. Attached to a shelf by the pressure of a finger, the labels face up or down for easy reading. The transparent plastic holders come in lengths from one to six inches, complete with cards. New labels can be easily inserted in the dust-proof holders.

(For Further Details Circle Index Code 050)

"UNBREAKABLE" PENCIL

The Dixon Crucible Co., Jersey City, N. J., one of the nation's pioneer pencil manufacturers, has perfected a new pencil lead called "Marvelhead," which it will use in its Ticonderoga line of pencils. According to the manufacturer, the lead is "virtually unbreakable," yet retains the smoothness and free glide of soft leads. The lead comes in five degrees of hardness, from No. 1 through No. 4.

(For Further Details Circle Index Code 051)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

**Manufacturers of
QUALITY
Catholic School**

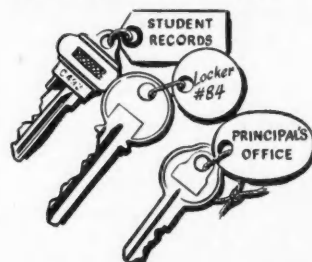
UNIFORMS

**JUMPERS, CAPS,
TIES, BLOUSES,
JACKETS,
SHIRTS, SLACKS,
EMBLEMS, HATS,
SPORTSWEAR,
PENNANTS, etc.**

**free Price List
and Brochures!**

McCOURT's
All American Suppliers
599-601 Broadway
NEWARK 4, N. J.

ARE ALL YOUR KEYS TAGGED LIKE THIS?



If they are, they're an open invitation to

THEFT VANDALISM UNAUTHORIZED ENTRY

You need TELKEE, the only complete system of key control. TELKEE keeps keys in order, hides their identity—yet shows whereabouts of borrowed or assigned keys at a glance.

Savings in time alone pay for TELKEE. The value of the added protection, privacy and convenience is immeasurable.

Write Dept. T

P. O. MOORE, INC.

A Subsidiary of EDWARDS Corporation

The MOORE KEY CONTROL System

OLEN RIDGE PENNSYLVANIA

TEACHERS' AIDS

"Guide to Education Aids Available from the Chemical Industry" is a free booklet offered by the **Manufacturing Chemists' Association, Inc.**, Washington 9, D. C. One copy will be sent free; quantity copies may be ordered at 15 cents each. (For Further Details Circle Index Code 052)

Send for a complete list of the 39 different booklets giving information on various careers. These booklets are published and distributed free by the Career Information Service, **New York Life Insurance Co.**, New York 10, N. Y. The company also offers do-it-yourself plans for building a display rack to hold the career pamphlets.

(For Further Details Circle Index Code 053)

The qualities of man-made fibers are pointed out in the 32-page "Man-Made Fibers Fact Book," free from the **Man-Made Fiber Producers Assn., inc.**, New York 1, N. Y.

(For Further Details Circle Index Code 054)

Send for a copy of "Learning from Literature," designed to teach the values of literature, from *Encyclopaedia Britannica*, Chicago 11, Ill.

(For Further Details Circle Index Code 055)

The **American Home Economics Assn.**, Washington 9, D. C., offers a list of its latest publications dealing with careers in home economics, family and child development, foods, clothing, and other areas. Send for a free publications list.

(For Further Details Circle Index Code 056)

For a free wall chart of conversion factors, write the **Precision Equipment Co.**, Chicago 40, Ill. The chart converts inches to centimeters, watts to horsepower, microns to meters, etc.

(For Further Details Circle Index Code 057)

FILMSTRIPS

A 72-frame filmstrip, "The Story of West Coast Lumber," is available free from the **West Coast Lumbermen's Assn.**, Portland 5, Ore.

(For Further Details Circle Index Code 058)

Home economics teachers may want to borrow the color filmstrip, "Focus on Food Dollars," available on free loan for one week from the **Money Management Institute of Household Finance Corp.**, Chicago 1, Ill.

(For Further Details Circle Index Code 059)

The **H. J. Heinz Co.**, Pittsburgh 30, Pa., has produced a new filmstrip, "New Horizons in Food Service Careers," which will be distributed by the National Restaurant Associations through guidance counselors for showing to high-school students. It will be available on a permanent loan basis.

(For Further Details Circle Index Code 060)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



Here's the new "compact", lightweight, low-priced floor maintenance machine designed, built and equipped to squarely meet modern need for both scrubbing and polishing small area floor surfaces.

This new Super Service Port-Able 13SP scrubs, cleans, polishes — does everything any big floor machine can do. It brings to small area duty the efficiency of the big machine at a fraction of big machine price. Anybody can use it — easily carried up and down stairs. It is so handy, easy to use, and economical of labor that many are replacing big machines with this compact unit for multiple small and congested large areas. Now available from your local Super distributor. See it. Try it.



- It shampoos rugs, carpets, scrubs and polishes floors
- Lightweight, practically indestructible solution tank made of high impact Royalite
- Complete 13" brush equipment with standard aluminum drive plates
- Self-lubricated—no grease leaks
- Power-Grip Nylon drive—no slipping, stretching belt drive, no metal-to-metal gears
- Fully adjustable handle provides operator comfort
- Light, easily handled and carried about
- Quiet—use it at all times of day or night

Solution will not spill from tank under any conditions of use or storage. Tank is completely non-corrosive!

WRITE FOR DETAILED AND SPECIFICATION DATA. ASK YOUR LOCAL SUPER DISTRIBUTOR

Please send catalog and data on the new Super Service Port-Able 13SP.

NAME _____ TITLE _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____



"Once Over Does It"
SUPER SUCTION®
Power Suction Cleaners • Quality Floor Machines
SINCE 1911
"THE DRAFT HORSE OF POWER CLEANING MACHINES"

THE NATIONAL SUPER SERVICE COMPANY

1957 N. 13th St., Toledo 2, Ohio